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ABSTRACT

A practicum addressed the problem that the traditional Chapter 1 program of a school district had not been effective in promoting literacy growth. The students repeatedly read the same stories with equal lack of success each time. They were not motivated to read or write because the purpose was irrelevant and failure was probable. The strategy used with 22 students in one classroom was to combine research-based whole language approaches with cooperative learning activities, peer tutoring experiences (as tutors and tutees), and computer-based instruction. Learning styles and needs were met while students increased their ability to learn and think critically. Results form the Diagnostic Achievement Battery, reading running records, writing samples, checklists of teacher observations, personal evaluations, and surveys reveal that the students showed notable development in literacy growth. Findings suggest that the planned program of instruction helped the students improve literacy growth with confidence. (Contains 97 references, 7 tables, and 6 figures of data. Appendixes present the writing rubric, checklists and survey instruments, and examples of story mapping and story circle diagrams.) (RS)

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Improving the Literacy Growth of Second Grade Students Through the Use of Whole Language, Peer Tutoring, Cooperative Learning, and Computer-based Instruction

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Barbara Meroney

Cluster 49

A Practicum II Report Presented to the
Ed.D Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Penelope Lopez
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Principal
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June 15, 1994
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This practicum report was submitted by Barbara Meroney under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Aug. 10, 1994
Date of Final Approval of Report

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ABSTRACT

Improving the Literacy Growth of Second Grade Students Through the Use of Whole Language, Peer Tutoring, Cooperative Learning, and Computer-based Instruction. Meroney, Barbara T., 1994: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Elementary Education/ Grade 2/Teaching Methods/Whole Language Approach/ Literacy Education/ Cross-age Peer Tutoring/Student Motivation/Student Success/Class Activities/ Communication Skills/Microcomputers in the Reading Curriculum.

The problem addressed in this practicum was that the traditional Chapter 1 program of the local school had not been effective in promoting literacy growth. The students repeatedly read the same stories with equal lack of success each time. They were not motivated to read or write because the purpose was irrelevant and failure was probable. The major goal was to develop and implement a literacy program that would lead to academic success and increased self-esteem.

The strategy used to solve this problem was to combine research based whole language approaches with cooperative learning activities, peer tutoring experiences (as tutors and tutees), and computer-based instruction. Thus, learning styles and needs were met while students increased their ability to learn and think critically.

Results from the Diagnostic Achievement Battery, reading running records, writing samples, checklists of teacher observations, personal evaluations, and surveys reveal that the students showed notable development in literacy growth. The planned program of instruction helped the students improve literacy growth with confidence.

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CHAPTER 1

INTRODUCTION

Description of Community

The community where this practicum was implemented is located in the southeastern section of the United States and 45 miles from the Atlantic coast. The area is quite different from the tourist attractions of the coastal cities because it is agricultural, producing primarily sugar cane, corn, celery, and cabbage. The long growing season from October through May is sustained by warm winters with annual temperatures averaging between 67 to 83 degrees and an average rainfall of 56 to 60 inches (Marth & Marth, 1992).

The farms are planted and harvested by migrant workers hired by big farm corporations. The corporations provide housing camps for the workers during the growing season. The workers move into the camps in October and must leave in April or May. This creates a disadvantage to families because the children miss the beginning and end of each school year. In the summer, some of the laborers move to the northern parts of the United States to work in the fields; however, many return to their home countries. Most of the workers speak little or no English; therefore, their children do not learn English until they enter school.

Although tourism does not sustain the local economy, the city does sit on a lake popular for sport fishing. This brings many older retirees from the northern states to spend the winter enjoying fishing and the mild weather. The local economy is supported by the farming industry which includes produce packing and trucking firms as well as numerous sugar mills. The industry just

settled an issue with the environmentalists over the wetlands. Drainage from the farms had allegedly been polluting and destroying the wetlands. The environmentalists wanted to remedy this problem by stopping farming on millions of acres. This would have caused a tremendous loss of jobs and devastation to the local economy. Already a large number of jobs had been lost because of the constant battle with migrant farm worker advocates pushing for better wages and living conditions. The big corporations solved the disputes by reducing the labor force. Many migrant workers have been replaced with machinery.

This farming community grew quickly between 1950 and 1992 to a city with a population of approximately 16 000 (McLeod, 1992). During this period, many Cubans left their country because of political reasons and moved to the area. They bought vast acreage from local farmers, formed large corporations, and began growing sugar cane. As migrant farm workers were brought in to work, many of them settled in the local area, thus contributing to the population growth. Because the new residents were socio-economically disadvantaged, the federal government built two large low-cost housing projects for assistance. The population of the city is 58 percent Black, and more than half live in poverty (McLeod, 1992). Most live in housing projects or tenement apartments in the poorer section of town where crime is prevalent.

The community is a city of contrasts. The crime rate is high, and there is a large county correctional center on the edge of town. In 1992, there were 653 reported AIDS cases being treated by a local clinic (McLeod, 1992). On the other hand, there are 45 denominational churches, a county library, county hospital, and vocational college. There is also a community college which supports a cultural center with outstanding entertainment. From the highway which bisects the city, the community appears to be average American with strip shopping centers, large grocery chains, fast food restaurants, banks, motels,

churches, and schools. However, the town's center is quite unique with a hodge-podge of foreign languages, ethnic food shops, and even dress. The small businesses in the town center are owned mainly by Palestinians who maintain their Arabic customs in dress, store hours, inventory stock, and roll-down metal shutters with padlocks.

The school district comprises the entire county and consists of 20 high schools, 19 middle schools, 77 elementary schools, and 7 others such as vocational, support, and choice ("Directory of Schools," 1993). New schools are being planned because the population is growing rapidly, and the schools are overcrowded. The majority of the schools are located near the Atlantic coast in affluent neighborhoods. The west area where the writer works is considered a hardship area, so much so that the faculty is paid a stipend of $2000 per year. In the writer's community, the public schools consist of three elementary schools, one middle school, and one high school. Two private schools, with enrollment of approximately 400 each, accept students from kindergarten through twelfth grade. The private schools have a predominantly white student body, and the public schools are predominantly black and Hispanic.

Writer's Work Setting and Role

The writer's work setting and role have changed considerably since the previous school year. The state allowed each school district to waiver rules and policies in order to create learning environments that would produce higher student achievement. The writer's school district granted freedom to each school to employ site-based management and decision making, asking teachers and principals to take risks and try new ideas. Teachers were supported in their endeavors even if projects failed. Most teachers began offering ideas with hesitation and skepticism. But as ideas began to accumulate from research and

as suggestions were put into action, committees were formed and change began. The all-day basic Chapter 1 program was replaced with a Chapter 1 school-wide project in which all the students were heterogeneously grouped. The ten Chapter 1 teachers provided by the federal programs were used as regular classroom teachers in order to reduce class size. In fact, the district's pupil-teacher ratio was 29 to 1, and because of the new arrangement, second grade classes in the writer's school were reduced to a ratio of 22 to 1.

There are 80 teachers in the writer's school with only 42 living in the area. Many teachers and staff must commute 90 to 100 miles daily. Because of this, most teachers do not wish to remain at school for after-school or late activities, and in the past they seldom had to do so. However, the new principal called several evening meetings, and the attendance and interest of the parents was surprisingly positive.

The writer's school was built for 600 students and now has an enrollment of 1188 in the migrant pre-kindergarten through fifth grade and a center for exceptional students ("Attendance Record," 1993). The pre-school classes and all fourth and fifth grade classes are housed in portable buildings. Also in portables are English Speakers of Other Languages (ESOL), Specific Learning Disability (SLD), and migrant gifted student classes. There are a total of 30 portable units, 34 classrooms in the main building, and a separate building of classrooms in the exceptional student center. School hours are from 8:00 a.m. to 2:00 p.m. There is an after-school child care program, and for the first time ever, the school opened to the community on Saturday mornings for free basic computer training. Students leave school early one day each month so that teachers have time for collaborative learning. The school cafeteria serves breakfast each morning and a hot lunch from 10:30 to 1:00. Of the 1188

students there are 997 receiving free or reduced meals ("Free and Reduced," 1993).

The writer's school is located in a middle to upper class neighborhood of single family homes. Students come to the school from this residential area, from one of the federal housing projects, and from one migrant worker's camp. The exceptional student educational center and the migrant pre-school accept students from the entire west area. The ethnic population of the school is 185 White, 494 Black, 502 Hispanic, 4 Arabic, and 3 Indian ("Enrollment Summary," 1993). Half the school population is migrant, and the Enrollment Summary shows that 306 students entered after September, 1992, and 132 students had withdrawn as of April 8, 1993.

The writer is a teacher of 22 second grade students who were heterogeneously mixed according to ability, race, and sex. Many of the students were Chapter 1 the previous year and were scheduled for Chapter 1 again. However, this label was no longer attached to any student. The writer guided the class through literacy development, math, social studies, science, and health with an emphasis on communication development and building self-esteem and self-confidence through individual student success. Group cooperation was also stressed. The students received support from ESOL, SLD, speech, and guidance classes as needed. The specialists in these areas planned an inclusion program so that the next year students would not have to be removed from the regular classroom setting. The students also received enrichment from library, computer, music, art, and physical education classes. Each second grade classroom received a packaged integrated learning system complete with four IBM computers and a printer. The computers will eventually be linked to the district's main frame.

The writer's class was made up of 22 second graders. There were 12 girls --1 White, 3 Black, and 8 Hispanic. There were 10 boys -- 1 White, 6 Black, and 3 Hispanic. Most lived in a housing project in single parent homes with their mothers, grandmothers, and several children. All except two students in the classroom qualified for free lunches. Advantage was taken of all complimentary offers of cultural entertainment and field trips because these students lacked the finances for enrichment activities. Another major problem was time limits. The regular school buses were available for field trips only from 9:00 a.m. to 2:00 p.m. To get to zoos and museums required at least three hours total travel time. Therefore, the time was too limited for educational benefit. The area supervisor is in the process of purchasing a bus for the west area's use in order to ease this situation.

The writer has taught in the classroom at the elementary level for 17 years. Ten of those years were in American schools in Iran and other middle eastern countries, and the last seven years have been in the southern and southeastern United States. The writer was a Chapter 1 teacher in the present school for the past three years. The program was all-day basic with approximately 28 students and two teachers per classroom. Now the writer is a regular second grade teacher in a Chapter 1 school-wide project. The writer has a master's degree in elementary school curriculum and instruction, and is presently enrolled in a university doctoral program. The writer is a member of the School Advisory Council, member of the school's Innovative Instructional Team, PTA member, and serves on committees for studying and implementing whole language, peer tutoring, computer literacy, high school coordination, and grant writing. The writer also is den leader of two Cub Scout troops of underprivileged boys from the school, full-time church organist, and takes part in various community and church activities.

The writer's role in this practicum was to fully implement the whole language program by planning all activities and following through with instruction. The writer coordinated the cross-age peer tutoring program, was responsible for most of the planning, and acted as facilitator to half the group at all times. The writer was responsible for the integration of computer-based instruction into the literacy program. The writer assessed and evaluated student progress and kept portfolios, checklists, and records on each second grade student.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The traditional Chapter 1 program of the local school had not been effective in promoting literacy growth, so there was a need to develop and implement a full literacy program. The students read the same basal texts repeatedly. Those unable to pass mastery skills tests were required to repeat the same stories, workbook pages, and ditto sheets as quiet work while other groups read to the teacher. Reading the same stories several times with equal lack of success each time had little positive effects. The students were not motivated to read because the purpose was irrelevant and failure was probable. Reading for the sake of proper pronunciation with little comprehension was a boring task. Writing was mainly copying for practice in handwriting.

Few of the students liked to read or write. Most could not read or write effectively, comprehend well, or even understand basic literacy skills. They had had little success and were facing failure. As a result, many were losing self-confidence and self-esteem. Listening skills were undeveloped. The students did not know how to listen, nor did they realize the importance of listening. Thus, the problem being addressed in this practicum was that the traditional Chapter 1 program of the local school had not supported the students' literacy growth.

Problem Documentation

There was evidence that the traditional Chapter 1 program of the local school had not been effective in promoting literacy growth, and that a full literacy program was a real need in this work setting. The writer had been involved with and had closely observed the literacy growth of second grade students in a Chapter 1 setting for three years prior to implementing this practicum. These students showed a strong need for improving reading and other literacy skills.

The writer interviewed six Chapter 1 teachers, and all agreed that at least 15 of 25 students in each classroom could not accurately read material that the school district considered grade level. Evidence was based on students' inability to read basal texts on their grade level at a word accuracy level of 90 percent on a reading running record. These Chapter 1 teachers noted that listening skills were poor. They stated that approximately 20 of 25 students did not follow oral directions and required that instructions be repeated 80 percent of the time.

From the examination of student records, the writer found that many second grade students could not read with comprehension as evidenced by reading comprehension standardized test scores. Most second grade students scored in the first quartile, which is the lowest 25 percentile, and many scored at a range of one to three percentile. In fact, of the 174 second grade students taking the test, 104 scored in the first quartile (CTBS Summary, 1993). Anecdotal records and checklists in student folders showed that most of the students were unable to recall details or factual information from stories. The students' writing samples showed little maturity from earlier samples. Weaknesses were in spelling, punctuation, capitalization, word spacing, and sentence structure. Clearly, the use of basal reading methods of teaching

isolated skills and using workbooks and ditto sheets as independent activities had not promoted literacy growth at the writer's school.

The method of ability grouping for reading has traditionally been considered most effective since students read in groups at their own level and pace. However, the students' failures had been reinforced by placing the students in Chapter 1 classes. Many students and their parents did not know what Chapter 1 meant except that students were placed there when they could not succeed or keep up with their peers.

The School Advisory Council (SAC) at the writer's school conducted a needs assessment and recognized the ineffectiveness of the traditional program. The SAC recommended restructuring to include; (a) heterogeneous grouping of all students, and (b) teacher planning of instructional strategies based on recent research. The entire school faculty discussed this situation based on their knowledge and observations, and the majority agreed with the SAC that there was a real problem. As a result, for the 1993-94 school year, most teachers of grades K through 5 changed to a literature based whole language approach to literacy development, and the entire student body was heterogeneously grouped. During the year, teachers attended workshops and visited other schools to learn more about whole language methods. After establishing that a literacy problem existed in the local setting, the writer began to look for a cause.

Causative Analysis

There are several probable causes why the traditional literacy program at the writer's school had not promoted student's literacy growth. The traditional method of homogeneous grouping of Chapter 1 students had been found to be less effective than once thought. Research results showed that Chapter 1 students benefit most by being in the classroom with regular students where they

receive more practice in reading and less on reading skills (Allington, 1987; Allington & McGill-Franzen, 1988). Students should be grouped heterogeneously according to ability as well as to ethnicity and social class (Berliner & Casanova, 1986). Yet, in Chapter 1 classrooms, most students are from the minority races and low socio-economic background. Inappropriate behavior is a common problem in such classrooms when all students are low achievers (Morrice & Simmons, 1991). Hamayan & Pfleger (1987) believe that homogeneous grouping does not meet the needs of the students, and both Allington (1987) and Calfee (1991) note that there is a stigma attached to being classified as Chapter 1 and a low achiever. This label affects both the students and parents to the extent that neither really want to be included in the program.

Most of the students were from single parent (father-absent) homes. According to Featherstone, Cundick, and Jensen (1992), these students generally have deficiencies in social skills, grade point averages, and academic performance. Problems with cognitive development are often due to financial hardships, high levels of anxiety, low levels of parent interaction, and lower expectations. Poor performance is not due to social class, race, grade level, or age, but is a result of family status. The presence of two caretakers in the home appears advantageous for social and emotional development which generalizes to academic development.

Another cause of the problem of poor literacy growth was procedural as students were required to read only from basal texts and to learn skills in isolation. The traditional approach of drill and practice, and the use of workbooks as the main activity have no relevance or application to success in reading (Allington, 1987; Allington & McGill-Franzen, 1988; Hamayan & Pfleger, 1987; Koenke & McClellan, 1987; McKenna, Robinson, & Miller, 1990). According to Watson (1987), the use of skills, drills, and fill in the blanks is a

prefabricated language arts program that does not coincide with the beliefs and values of our various cultures. Students in the traditional program worked individually and not cooperatively. Instead of an experience approach to learning, the students often listened to lectures. Students need to view reading, writing, and thinking as social activities (Kozma & Johnson, 1991; Madden, Slavin, Karweit, Dolan, & Wasik, 1993).

Low achieving students seldom experienced success or recognition, and teachers using traditional methods generally did not adjust instructional approaches to produce success for all. The basal programs covered a specified amount of material in a set period of time followed by mastery testing. The Chapter 1 students generally moved at a slow pace. They may have been reading successfully, but they would not be recognized for their success when they were second graders reading first grade basals. Low achievers are not celebrated for success or given lots of reinforcement (Berliner & Casanova, 1986; Juel, 1991), and the traditional programs are not adjusted to produce success (Allington, 1987; Hamayan & Pfleger, 1987). Madden et al. (1993) are concerned about the reading performance of minority students and believe that researched based reading programs are needed in the schools. Both curriculum and instruction need to be extended and supplemented (Nickerson, 1988; Thode, 1989) to develop a community of learners who can evaluate their own success (Morrice & Simmons, 1991; Watson, 1987). The Danish criticize our traditional program saying Americans are tyrannized by reading tests and drills when reading should be pleasurable and rewarding (Wham, 1987). According to Allington & McGill-Franzen (1988), students in the traditional program are not successful because the program is not coherent, and the material is too difficult, fragmented, and irrelevant.

Another cause of poor literacy growth was that material and equipment were often outdated. Texts that are uninteresting, irrelevant, and unmotivating will be ineffective in supporting learning (Allington, 1987). Traditional methods do not include interactive computer programs or hypermedia which motivate learners to accept responsibility for their own learning with hands-on, relevant activities (Blanchard & Rottenberg, 1990; Kozma & Johnson, 1991; Thode, 1989).

Many teachers did not try new ideas or innovations even when they were known to be research based. Some believed that the traditional method worked in the past, so it should be effective today. Some teachers did not know how to use other methods such as whole language or technology, and these methods were not outlined in many manuals or curriculum guides.

Traditional programs did not provide the students with a variety of relevant activities to stimulate interest and encourage cooperative learning. The traditional program does not include a variety of activities that are teacher/student interactive (Hiebert & Colt, 1989; Berliner & Casanova, 1986). The activities that are included are not meaningful, interesting, or motivating; thus, they do not increase reading ability or improve self-confidence (Hamayan & Pfleger, 1987; Juel, 1991; Koenke & McClellan, 1987; Morrice & Simmons, 1991; Watson, 1987). The traditional program does not encourage student/student interaction; yet, recent research cites that cooperative learning increased reading achievement for Chapter 1 as well as regular students (Madden, 1986). Cooperative learning activities also increase motivation, and students achieve at higher levels of thought and retain information longer than students who work individually (Madden et al., 1993; Smith, 1989; Warger, 1991).

The Chapter 1 students in the writer's work setting had not improved literacy growth because of several of the previous reasons. According to tradition, many sat at their desks doing paperwork while the teacher lectured. The students were generally required to work quietly with little interaction. Teachers did not model writing or listening skills. Reading textbooks were old and out-dated, and most of the students had repeatedly read the stories with little success or interest each time. The less successful the students were, the lower their self-esteem and self-confidence became, and the cycle repeated. The traditional literacy program at the local work setting was nothing more than isolated bits of information that were too fragmented to be relevant or applicable to other content areas or to the students' lives.

Relationship of the Problem to the Literature

Recent research has centered around the debate concerning whole language and traditional literacy instruction. Teachers even have different ideas about literature based reading. One idea is that reading is learned through use in an integrated curriculum. The second ideas is that reading should be taught through skills development in a designated reading period. Many favor a mixture which incorporates skills with whole language activities. All three ideas are similar with a basic core (Zarrillo, 1989). Whole language is real use, real reading and writing; the traditional approach is practice exercise and practice reading (Altwerger, Edelsky, & Flores, 1987).

Whole language uses all systems of language. It is the learning of language by focusing on reading supported by the other language arts. Whole language is functional, whole, real (not made-up), relevant, and meaningful (Watson, 1987). Calfee (1991) has described several whole-language school-wide programs that have improved literacy growth for students at-risk. The list

includes Project READ, Inquiring Schools, and the Comer model. The list also includes Success for All, which Madden et al. (1993) claim to be effective because it focuses on prevention and early intervention of reading difficulties. Cooperative learning and tutoring are components of these programs.

Basal readers used with the traditional approach have proved non-beneficial to low achievers (Hoffman, 1987). Basal texts remove the control of literacy lessons from teachers and students and place control with basal publishers and editors (Shannon, 1989). Basal stories are often non-stories with no characters, no problem, no event, and are unpredictable. While the traditional approach focuses on the mastery of skills, the whole language approach focuses on comprehension of the complete story, and fluent, expressive oral reading (Hoffman, 1987). Research results show that a literature based whole language approach helped at-risk students even in poor and racially diverse populations (Harris, 1993). According to Koenke & McClellan (1987), instruction of children with learning problems usually focuses on skills development and phonics. Yet, research findings cite that the most effective method is to approach reading holistically and cognitively rather than through isolated skills.

According to Jachym and Allington (1989), the seatwork that accompanies the basal readers does not enhance achievement. Reading achievement is directly related to teacher directed reading of the text. In the traditional program, each student spends approximately 20 minutes a day with the teacher in a small reading group. Using the whole language approach, students spend most of the day with teacher directed and supervised activities, and little or no unsupervised work sheets.

Results of recent research have shown that the whole language experience approach best promotes literacy growth in listening, speaking,

reading, and writing (Hamayan & Pfleger, 1987; Hinnenkamp, 1991; San Bruno Part School District, 1987; Stewart-Dore, 1986). The whole language approach creates a positive attitude toward reading and learning (Harris, 1993), and also provides for active learning which produces successful literacy growth (Morrice & Simmons, 1991).

The whole language approach promotes development in cooperative learning as students work in small groups with a variety of activities. As the students become independent learners responsible for their own learning, they develop leadership skills. Leadership is also enhanced through peer tutoring situations (Morrice & Simmons, 1991). Extending the program with technology helps students apply knowledge across the curriculum as they study stories and tie together large amounts of information (Blanchard & Rottenberg, 1990). Through the whole language program students learn self-evaluation and learn to know when they are successful (Watson, 1987).

Experts have cited that poor literacy growth is often blamed on the student when it is the instructional program that is inadequate for promoting active learning. Chapter 1 students are blamed for being hyperactive, economically disadvantaged, and distracted, when, in fact, the work they are required to do in workbooks and ditto pages is dull, fragmented, and irrelevant to life (Allington, 1987). The pull-out and in-class models of Chapter 1 programs have been equally ineffective in promoting literacy growth. Participation does not increase literacy development because there is no coherence, and tasks are fragmented. The main focus is on basal word attack skills, worksheets, and other isolated skills (Allington & McGill-Franzen, 1988).

At-risk students need a wide variety of activities that promote active learning and success. The students need to recognize their own needs and support their own development. This can be accomplished through a whole

language approach (Hamayan & Pfleger, 1987; Morrice & Simmons, 1991; Watson, 1987). Current federal legislation reauthorizes ESEA to make Title I (formerly Chapter 1) funds available to local agencies for restructuring their programs (Jackson, 1994).

Himley (1986) completed a reading study with the objective of improving the Iowa Chapter 1 program. The findings for second grade were: (a) the most reading gain was achieved when there was much teacher interaction such as positive feedback, praise, and support; (b) the more vocabulary development, the more the gain; (c) the more phonics, the less gain; (d) the smaller the group, the more gain; and (e) more time on task made no difference in achievement. The traditional approach encompasses many negative aspects of the findings. There is less teacher interaction, more phonics, and much time on task doing seatwork and skill practice. The whole language approach touches on the positive findings.

The Success for All program for a Chapter 1 school-wide project integrates researched based reading curriculum and instruction with tutoring, cooperative learning, family support, assessment, and evaluation. Research results show a reduction in the number of students reading below grade level, whereas in a control group in a regular Chapter 1 program, twice as many students were reading one year below grade level as measured by the Durrell Oral Reading scale. After three years, three times as many in the control group were reading below grade level as compared to the group in the Success for All program (Madden et al.,1993). This program attempts to develop literacy in all children and has achieved success above national standards for at-risk students (Allington, 1992).

Computer software is matched to reading programs for skill and practice or for the holistic approach. Research shows much criticism of the skill and

practice approach with correct and incorrect answers. The whole language programs improve literacy growth because they integrate the language arts. They are literature based, combine reading and writing, and focus on process more than product (Williams & Hoover, 1991). Multimedia that combines text, graphics, animation, and audio will stimulate interest and motivation, and will help teachers meet the needs of all students (Kozma & Johnston, 1991).

Another approach to computer-assisted instruction is the integrated learning system (ILS). The ILS individualizes learning by assessing and monitoring student ability levels. ILS moves students forward (or backward) at their own pace and need, providing students with a one-on-one personal tutor. The material is of high quality, addresses various learning styles, and is equally effective for all ability levels (Leger, 1994). Experts note that curriculum changes are needed if students are to benefit from new technology (O'Neil, 1993).

Whole language programs accommodate the use of peer tutoring. In reading instruction, peer tutoring combined with whole language produces higher performance levels on tests of beginning reader skills than traditional instruction. Furthermore, peer tutoring benefits first, the tutor, who develops leadership, responsibility, and improved academic skills; second, the tutee, who gets individual attention; and third, the teacher, who is freed to work with those in most need (Lehr, 1984).

Pikulski (1989) says there is a need to change the methods of assessing reading. There should be a shift from test centered (traditional) to student centered. This change would match reading assessment with the whole language goals and with reading as a natural process. According to Marzano (1994), rubrics can be designed to assess specific performance tasks. But to

have students memorize facts for evaluation purposes, as in the traditional method, is absurd (Suhor, 1987).

Results are revealed in the literature that an important aspect of literacy growth is relevance and application to real life (Allington, 1987; Altwerger, Edelsky, & Flores, 1987; Berliner & Casanova, 1986; Blanchard & Rottenberg, 1990; Calfee, 1991; Hamayan & Pfleger, 1987; Heibert & Colt, 1989; Morrice & Simmons, 1991; Nickerson, 1988; Powell, Wisenbaker, & Conner, 1987; Watson, 1987). The whole language approach is based on learning in meaningful context with relevant purposes, and linking reading, writing, listening, and speaking for the purpose of communication (McKenna, Robinson, & Miller, 1990). Yet, research results indicate that many teachers are still using the traditional approach. According to McKenna and his colleagues, the debate exists between the use of whole language and the traditional literacy instruction. Although the balance tilts toward whole language, some researchers believe there should be collaboration between the two approaches until whole language is better defined by practice. They feel that at this point the definition is vague and individual to teachers. Harris (1993) notes little improvement in literacy instruction in 25 years. He says that many teachers are still using single basal readers and emphasizing a phonics based approach. Teachers are not using research findings to develop literature based reading programs.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum. The goal is to develop and implement a literacy program that will improve literacy growth and maximize learning of students in a second grade class in a Chapter 1 school. The students will experience academic success. This should lead to increased self-esteem and higher achievement. By using various research based strategies, the writer will meet each student's learning style and needs. Thus, the students will increase their ability to learn and think critically.

Expected Outcomes

During the eight months of this practicum implementation, students will receive literacy instruction based on whole language, cooperative learning, peer tutoring, and computer-assisted programs. The students will be monitored and evaluated periodically to assess progress and direction required. The expected outcomes are as follows:

1. The students will be given the reading and listening components of the Diagnostic Achievement Battery (Newcomer & Curtis, 1984) as a pretest and posttest, and at least 15 of 22 students will show improvement of one standard score or more from pretest to posttest. During the eight months of this practicum implementation, the writer's entire class will receive strategies to improve literacy growth. Although a class of fourth grade students and one of kindergarten will be involved, only the writer's second grade class will be monitored and

evaluated. The Diagnostic Achievement Battery (DAB) will be part of the evaluation of the effectiveness of the program used for supporting literacy growth.

2. After eight months, at least 15 of 22 students in the writer's classroom will read material that the school district considers second grade difficulty level at a word accuracy level of at least 90 percent on an informal reading running record. The students will be asked to retell the story to determine comprehension. The reading material will be stories from the second grade basal texts. However, selection will be based on stories that are interesting, predictable, and have a plot, setting, main character, and sequence of events. The running records will be taken on both material that the students have reviewed and material that is new to them (Clay, 1985).

3. After seven months of practicum implementation, at least 15 of 22 students will score in the second quartile (25 to 50 percentile) or above on the reading comprehension section of California Test of Basic Skills (CTBS). The practicum program will involve all forms of literacy development; however, major emphasis will be on reading comprehension. This area is the greatest concern since 104 of the 174 second grade students in the writer's school taking the test last year scored in the first quartile.

4. After eight months, at least 15 of 22 students will be able to recall details and factual information assessed by correctly answering 8 of 10 informational questions on reading activities such as Tall tales, multiple comprehension skills, H. Chirinian (1981) or SSAT review material.

5. Writing samples at the beginning, middle, and end of the year will be compared and will show maturity in the areas of invented spelling, punctuation, capitalization, word spacing, sentence structure, and other criteria (see Appendix A). All students will show an improvement of one step on the grading

scale, and at least ten students will attain a grade score of "B" or higher. This score is based on a scale by Routman (1991) and means "consistent for most areas," or 8 out of 10. Appendix A explains the rubric and grading system which is a combination of Routman's writing and spelling rubrics. This will be used to compare each student's writing samples.

6. Once each month students will write all the words they can think of in ten minutes (Clay, 1985). The number of correctly spelled words will be counted and recorded. By the end of eight months, all students will show improvement, and at least 15 of 22 students will double the number of words that they can correctly spell.

7. After eight months, at least 15 of 22 students will show improvement in listening skills as noted on the checklist adapted from North Carolina State Department of Public Instruction (1989), (see Appendix B), and will be marked M (most of the time) on the checklist. Students will complete activities for each objective. These activities will consist of five parts each. Consistently (meaning most of the time) answering 4 of the 5 parts correctly represents the achievement of M. Consistently answering 3 of the 5 parts correctly will be coded S (sometimes). Anything less will be marked N, meaning not yet.

8. Self-evaluations by a reading survey and a writing survey from Routman (1991) will be adapted to assess students, and at least 15 out of 22 students will note that they like to read and have positive attitudes toward reading and writing. Further self-evaluations will be elicited from the students on simple T-charts (Geistfeld & Juntune, 1983) listing likes and dislikes, strengths and "work-ons" in order to assess students' feelings and to evaluate the practicum program.

Measurement of Outcomes

Students were given a pretest to determine listening and reading ability prior to practicum implementation, and they received a posttest at the end of the eight month's program designed to improve reading and listening skills. The test was the Diagnostic Achievement Battery, or DAB (Newcomer & Curtis, 1984). This test is a norm-referenced achievement test which means that it reliably compares students with a national group of their peers in order to determine strengths and weaknesses in a particular area. The DAB was useful for this practicum because it is comprised of different tests which may be administered separately. Thus, the two subtests which form the listening component, and one subtest from the reading component were used first as pretests to determine strengths and weaknesses, and again as posttests to document progress in achievement. The expected outcome was that at least 15 of 22 students would show improvement of one standard score or more on each of the three subtests and on the quotient component.

One listening subtest, Characteristics (CH), was administered orally to the entire group. The CH subtest is made of 35 statements to which the students answer true or false. Knowledge and reasoning must be applied to determine if, for example, all women are mothers. Students answered by circling true or false on prepared answer sheets. The CH subtest required about ten minutes to administer.

The other listening subtest, Story Comprehension (SC) required individual testing. SC contains stories to which the students must first listen for comprehension, then answer questions orally. This subtest took approximately 15 minutes to administer to each student.

The reading comprehension subtest was also administered individually. The student read a passage, then answered questions orally. This test required

about 15 minutes to administer. Each student was allowed a maximum of 30 minutes for individual testing on the entire DAB. The writer accomplish this by testing four students a day utilizing time before school, during special classes, and assistance from other individuals.

The reading running record is an informal way to calculate the student's word accuracy level. A passage was selected which contained approximately 100 words (RW). Each correct response was checked and every error (E) recorded. The accuracy rate is calculated by using the formula: 100 - E/(RW) x 100/1 = ?% accuracy. A self-correction rate can also be calculated by the formula: (E+SC)/SC (Clay, 1985). This test was administered individually, but was done in small groups during reading periods. Each student read for approximately three minutes.

For measuring reading skills of recalling details and factual information, the writer used activities and worksheets from SSAT review material, Macmillan resource books, and other publications that are specifically designed to teach and reinforce these skills. The final test administered to the whole group required about 15 minutes and consisted of written responses to reading activities selected from the above sources. The expected outcome was that at least 15 of 22 students would correctly answer 8 of 10 factual questions.

The writing samples were measured by using a rubric of ten characteristics which were adapted for the writer's purpose by combining Routman's (1991) writing and spelling rubrics (see Appendix A). The characteristics for measuring were invented spelling, punctuation, capitalization, word spacing, sentence structure, writes a coherent draft, proofreads for corrections, willingly takes suggestions from peers and teachers, meets writing deadlines, keeps folder organized and up to date. Each item was checked as consistent or inconsistent. A grade was determined by the number of checks in

each column (see Appendix A). Writing samples were evaluated using this rubric at the beginning, middle, and end of the school year. It was expected that on the final sample, each child would show improvement over the first sample of one step on the grading system, and at least ten students would attain the grade of "B" or higher. The evaluation of the mid-year sample helped the writer determine areas of concern.

Records were kept of the number of words each student could spell correctly in 10 minutes. Each student tried to improve his/her own record. The expected outcome was that by the end of eight months at least 15 of 22 students would double the number of words they could correctly spell in 10 minutes.

A checklist adapted from the Listening Comprehension Checklist of Communication Skills, Grade 1 and 2 Assessment (North Carolina State Department of Public Instruction, 1989) was used to measure improvement in listening skills (see Appendix B). Activities from the same sources as those used to improve reading skills were used to measure the objectives on the checklist. The main resource for teaching and testing was an earlier practicum on developing critical listening skills implemented by the writer (Meroney, 1993). Students completed activities for each objective, and every activity had five parts. The activities and anecdotal notes were kept in the students' folders and evaluated three times during the eight month period. If the student consistently (meaning most of the time) answered 4 of the 5 parts correctly, the code "M" was used to signify "most of the time." Consistently answering 3 of the 5 parts correctly was coded "S" meaning "sometimes." "N" meaning "not yet" was the code for anything less. The expected outcome was that at least 15 of 22 students would receive code marks of "M" on the final assessment.

T-charts (Geistfeld & Juntune, 1983) allowed students to evaluate their own progress and gave the writer input into feelings about the program. One

chart, Strengths and "Work-ons," let the writer know how the students felt about their needs, and this helped guide the program in placing emphasis in special areas. The chart, Likes and Dislikes, was also useful to guide the direction of the program. Activities that the students liked were adapted to cover more objectives and skills. Activities that were disliked were modified or discontinued. These charts were given to each student and tutor once a month and took about 10 minutes to complete. The writer kept a record of major items mentioned, and filed the charts in student folders.

The reading survey (Routman, 1991) was given to small groups during the first month. The writer read the questions, and the students wrote the answers. The survey was taken again at the end of the school year. Each survey required about 15 minutes to complete. The expected outcome was that on the final survey, at least 15 out of 22 students would note that they liked to read and had a positive attitude toward learning. The writing survey (Routman, 1991) was taken in small groups at the beginning, middle, and again at the end of the practicum implementation. The writing survey took about 15 minutes for the student to complete with the writer's help and gave the student and the writer vital information and insight into the writing process and it's required direction. The writer recorded important information, and then filed the surveys in students' folders.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The traditional Chapter 1 program of the local school had not been effective in promoting literacy growth, so there was a need to develop and implement a full literacy program. The literature offered several possible solutions. First, teachers should provide students with interesting and relevant literature, and integrated skills and programs. The focus should be on developing comprehension and thinking (Allington, 1987) by drawing on what the students already know, then organizing their thoughts to learn that which is relevant to their lives (Calfee, 1991). Emphasis should be on students' thoughts rather than correct answers. The goal of reading should be to increase the number of words that can be understood and used by analyzing good literature for personal satisfaction (San Bruno Park School District, 1982). Writing should rely on literature and be integrated into the content area so that it is acquired for real use and not just for practice (Altwerger, Edelsky, & Flores, 1987).

Steward-Dore (1986) provides a matrix that makes an excellent guide for writing projects. The example provided is to recall a visit to a pineapple farm. If the purpose of writing is to entertain, the role will be self, the audience will be peers or parents, and text type will be poem or play. If the purpose is to explain the process, the role will be farm worker, the audience will be new employee, and text type will be dialogue script. In this matrix there are seven different purposes with their accompanying roles, audiences, and text types.

Activities should be integrated for literacy growth. These activities should be child centered and literature based. They should be real, natural, and purposeful (Hamayan & Pfleger, 1987; Morrice & Simmons, 1991). Zarrillo (1989) laid out a plan for a literature based reading program as follows:

1. Presentation - teacher reads or Reader's Theater
2. Children's Response - discussions, personal experiences, open-ended responses, writing (journals, letters to characters, poetry, advertisements, newspaper articles)
3. Individualized Time - journals, book jackets, mini-plays, letters to characters, sustained silent reading
4. Teacher-directed Lessons - word recognition and meaning, topical discussions (characters, plot) in large groups, small groups, and individually
5. Projects by cooperative groups - play of one chapter, mural, book of predictions

A third solution offered by the literature is that teachers should encourage students to work cooperatively in small and large groups as well as individually (Hamayan & Pfleger, 1987). Two case studies are cited concerning the positive effects of cooperative learning. The first study (Madden, 1986) was conducted for a period of 24 weeks. The study revealed that reading achievement increased for Chapter 1 as well as regular students when a cooperative learning approach was used. A second study was conducted with special needs students utilizing cooperative learning in reading and writing programs (Hinnenkamp, 1991). The students covered four thematic units with a combination of group and independent reading, writing, and spelling. Results showed improvement in reading fluency, length of text read, and spelling. The students were able to

transfer skills, and no longer were there required behavioral objectives, remediation, or fragmented literacy classes.

A problem teachers encounter in the small cooperative learning groups is that some students do not stay on task. Morrice and Simmons (1991) address this problem in their program. Those students who were off task at first were simply left out, so they later increased their effort. Growth in cooperative learning was evident.

Another problem teachers have faced is the lack of material and books needed for whole language group activities. It seems cheaper to get 25 copies of seatwork than 25 copies of a classic book. However, Jachym and Allington (1989) have estimated that just cutting the total cost of seatwork material in half could save enough to purchase 8 to 30 paperbacks per child. Included in the cost of seatwork are: workbooks for reading, spelling, language arts, and phonics; copy machines, supplies, and paper; and personnel costs for copying.

Harris (1993) notes that regardless of obstacles, research indicates the need to break with the traditional methods and to begin more small group work and writing tasks as well as more large class discussions. Cooperative learning improves literacy growth because it increases motivation and engages the students actively (Madden et al., 1993).

Another solution for promoting literacy growth is providing a variety of literacy experiences with a whole language approach in a heterogeneously grouped classroom. Both Allington (1987) and Berliner and Casanova (1986) stress the importance of heterogeneous grouping. For diverse activities, classrooms should be composed of students with mixed abilities, races and ethnics, and social classes. The traditional classroom sorts students, and groups them homogeneously, then Chapter 1 sorts them even more. Recent

research has shown that a stigma is attached to this sorting as well as lassitude and behavioral problems (Allington, 1987; Calfee, 1991).

The literature is rich with varieties of whole language literacy experiences. These experiences revolve around themes that are based on Big Books, holidays, and science (Morrice & Simmons, 1991). These experiences are supported by an abundance of books, well designed library centers, shared reading, writing, and creative drama, and interaction (Harris, 1993). Whole language activities include journals, alphabet books, writing activities, reading and using picture books and Big Books, writing experiences, charts and stories, using transparencies and films, and context and picture clues all integrated and meaningful (Ediger, 1988; Juel, 1991; Routman, 1991). In first and second grades, story mapping is a relevant experience. Through graphics, students learn about main characters, the setting, and sequencing (Felber, 1989). Even kindergarten children can use story maps and charts to compare and contrast different versions of a story (Reilly, 1989). For the older primary students, book clubs encourage reading, writing, and speaking in a way that is fun (Rosler, 1989). Students can get away from skills development by substituting the phonics approach with the use of analogies. They compare unrecognized words with known words, making language meaningful (Koenke & McClellan, 1987). Varieties of whole language activities meet the needs of all.

Assessment and evaluation with the whole language approach include reading miscue inventories, running records of reading, comparing samples of writing, and retelling stories and information. There are as many ways to assess as there are activities to present the material. Various activities and assessment methods are detailed by Ediger (1988), Hinnenkamp (1991), Routman (1991).

Calfee (1991) describes school-wide literacy programs that have been effective in improving literacy instruction for students at risk. Project READ

helps teachers create a literate environment in the classroom by stressing critical literacy which is the capacity to use language for problem solving and communication. Inquiring School is similar to Project READ, and both have the themes of whole language and restructuring.

When schools determined that the Chapter 1 pull-out and all-day programs were not working, school-wide literacy programs were designed around whole language with new organization, curriculum, and assessment. The Comer model, designed at Yale University, focuses on governance and management teams, mental health, and curriculum and instruction. Project Zero, designed at Howard University, focuses on the seven intelligences as a means to approach problems and extend to community projects. Henry Levis provided Stanford University's project which connects schools to the parents and community. Johns Hopkins University designed the plan Success for All, which focuses on early prevention and intervention, frequent assessment, and family support teams. The state of Arkansas adopted McRAT (Multicultural Reading and Thinking), a plan using story mapping, character mapping, Venn diagrams, and charts. Project READ and Success for All emphasize cooperative learning and tutoring (Calfee, 1991).

Hoffman (1987) has designed a plan for incorporating the whole language approach in classrooms that must use basals as follows:

I. Direct Instruction
   A. Comprehensive phase (similar to language experience approach)
      1. Teacher reads and guides analysis
      2. Story map
      3. Story summary
   B. Practice phase (to improve oral expression)
      1. Teacher models

2. Students repeat individually or in chorus

3. Tools: pitch, stressing, stopping

C. Performance phase (student selects 1 page, practices, performs)

II. Indirect instruction

A. Extended practice for fluency (75 words per minute, 98% accuracy) and expression

B. Become experts

1. Work daily for 10 minutes

2. Teacher checks

Further plans, ideas, activities, and information for implementing the whole language approach for literacy development are in Invitations, by Regie Routman (1991).

A program of cross-age peer tutoring is a solution offered by the literature to promote literacy growth. Cross-age peer tutoring enhances academic and social outcomes through positive interaction, increased internal locus of control, promoting positive social skills, and improving self-perception. It is cost effective in that it is efficient use of time, the students enjoy the sessions, and they are actively engaged 90 percent of the time (Warger, 1991).

Outlining a plan is an important step. After choosing the age span, pairing, and deciding the place, the plan consists of training the tutors, planning goals, tutoring sessions, and conferences (Ayers & Wainess, 1989; Juel, 1991; Lehr, 1984; Warger, 1991). Training should be two or three 1-hour sessions each quarter (Powell, Wisenbaker, & Conner, 1987), and one of the best training plans the writer found was called Pause, Prompt, Praise (Berliner & Casanova, 1986). Pause teaches delay to allow for self-correction; Prompt teaches to give clues and directions; then the tutor must Praise effort and progress. Warger (1991) adds that training should teach one to give criticism appropriately, to

verbalize to be understood, and to refrain from teasing and fabricating. Tutoring sessions should be held regularly, at least two times a week for 30-45 minutes each. Conference sessions should be held twice each quarter to discuss problems as well as satisfying experiences. Simple records should be kept to note achievement, absenteeism, and student growth (Morrice & Simmons, 1991; Powell, Wisenbaker, & Conner, 1987).

Cross-age peer tutoring has proven to be very effective in promoting literacy growth for both tutees and tutors. Research has shown that there were positive effects on academic performance and attitudes of the tutees (Powell, Wisenbaker, & Conner, 1987). Reading comprehension scores of students reading below grade level increased (Koenke & McClellan, 1987). In one school with a population of mainly Black and Hispanic students, first and second grade students were tutored by college athletes, and the tutees scored in the 46th percentile on a standardized test. Students in this school who were not tutored scored in the 16th percentile (Juel, 1991). Lehr (1984) found that peer tutoring in reading produced higher performance levels on tests of beginning reader skills than the traditional instruction. Lehr also found that peer-taught students out-performed a basal group in reading and writing. Lehr concluded that peer tutoring was as effective as teacher instruction for groups below grade level. Academics are enhanced when there is ample opportunity to respond, and when there is immediate feedback (Warger, 1991). The one-to-one relationship between tutor and tutee will carry onto the playground promoting social and emotional growth (Morrice & Simmons, 1991).

Tutors, also, benefit academically and socially (Berliner & Casanova, 1986; Juel, 1991). They have increased their overall academic performance even in subjects in which they were not tutoring (Powell, Wisenbaker, & Conner, 1987). There is no theoretical basis for the benefit to tutors, but Nevi (1983)

presents several ideas from various studies that contribute to a better understanding: (a) one becomes what one does -- teacher; (b) self-esteem is enhanced because the tutor experiences success in an academic situation; (c) internal locus of control increases motivation, thus academic success; (d) tutor is reinforced from a younger student and can practice social skills not learned at an earlier age; (e) tutor is reinforced by student, supervisor, and the general tutoring situation; (f) tutoring gives more insight into the subject taught; (g) tutor feels identified with the teaching process and this is related directly to learning; (h) tutor is researcher -- sees what to do and does it; (i) tutor relearns -- perhaps did not master the first time in K, 1st, or 2nd grades; (j) tutor uses materials appropriate to own skills; and perhaps the most significant variable, (k) tutors spend much time on task learning.

Many activities and plans for peer tutoring are found in the literature related to the whole language approach. The activities are theme based around holidays, Big Books, and science (Morrice & Simmons, 1991). Activities based on the theme Dinosaurs were outlined for tutoring between kindergarten and second grade (Ayers & Wainess, 1989). Thouvenin (1989) describes a plan for a fourth and second grade program whereby the older student reads to the younger, then they discuss the story and draw appropriate pictures. The younger student dictates a story, the older writes it, then the younger reads the story. They write a poem, a continuation story, or make a puppet play. Another article with many ideas for whole language activities for cross-age peer tutoring is by Juel (1991) which describes journals, My Book, writing, and reading.

Parents should be trained in tutoring and encouraged to be active participants. Rasinski and Fredericks (1989) note that parental involvement is valuable for improving reading. Parents should be involved in planning and implementing tutoring programs. They should share leadership with teachers

and other school personnel. Programs should be long term and not just one event, and the program should be evaluated periodically to identify problems and progress.

The literature reflects that literary programs should be adapted so that students experience success while focusing on thinking, comprehension, and student needs (Allington, 1987). When students experience success in academic situations, self-esteem is enhanced (Nevi, 1983). Hadley (1988) cites that improved self-esteem will improve academic growth, especially SAT reading scores. Conversely, low self-esteem produces poor reading and low academics.

To create success, teachers should guide students in small and large group settings with much student/teacher interaction (Hiebert & Colt, 1989). Teachers must believe that students can learn, expect them to perform, and give lots of reinforcement (Juel, 1991). Madden et al. (1993) believes that success comes from prevention of learning disabilities, early intervention, and improvement of curriculum and instruction. Wham (1987) compares the Danish system with the American, and believes that success comes by following Piaget's theory that students in second and third grades are in the concrete operational stage and need reading to be relaxed and informal. There should be no pressure, a variety of reading material, and a calm, supportive teacher.

A successful literacy program will have curriculum goals to awaken, not train, the mind; and there will be activities for problem solving, organizing ideas, and extending whole language and process writing (McNamara, 1990). To select literature for student success, the teacher selects and presents choices. Later, the teacher and students select in small groups focusing on needs and interests. Finally, the students make their own selections. The ultimate test of an effective literacy program is the ability to read independently (Hiebert & Colt, 1989).

Another solution that the literature offers to effect literacy growth is the inclusion of computers and other technology in the literacy program. Technology has the potential to boost education in order to take it into the future along with medicine, transportation, and communication. Instruction will have to be adaptive and interactive (Nickerson, 1988).

Some of the problems with technology in the classroom are: (a) it is hard to integrate into the curriculum, (b) it is used mainly as a word processor, (c) teachers need training, and (d) it is hard to correlate with higher order thinking skills. The success of technology in the classroom is that it has raised scores on standardized achievement tests by 12 percent. It is also more cost effective than reducing class size (Shao, 1989). The hands-on activities are fun and relevant. Computers can be used for problem solving with graphics, software, and the word processor. Other technology in the classroom is the use of sound and video, satellite communication, and use of modems (Thode, 1989).

Teachers should use computers to create cooperative learning and interactive situations where students are actively engaged. Learning is collaborative, and students should see computer time as a social time. Teachers can select software that fits with reading material, or they can integrate and adapt (Kozma & Johnston, 1991; Williams & Hoover, 1991). Software must be meaningful by relating to reading or personal experiences. It may be motivational tutorials. It can be reinforcement because students are successful 90 percent of the time. It meets individual differences by allowing for a fast or slow pace (Ediger, 1988).

Stewart-Dore (1986), however, believes the key reason for having computers in the classroom is not software or usage, but integration into the culture. The word processor motivates writing. Database aids research and

drawing conclusions, sorting and analyzing. Games and simulations lead to plays, writing, drawing, and role playing .

Hypertext and hypermedia create a meaningful learning environment. Students can tie together large amounts of reliable information. These tools provide new information from a variety of sources. Students can use story based reading activities and integrate writing into the content areas (Blanchard & Rottenberg, 1992).

The writer had other possible solutions for improving literacy growth. The writer collaborated with other second grade teachers to share ideas and methods, and to create a sense of community. The writer planned learning centers that enhanced literacy growth and cooperative interaction. Students had freedom of interaction and communication in the classroom.

Most of the solutions that the literature review revealed, along with the other possible solutions generated by the writer, were incorporated in some way into the writer's local setting. The whole language approach to literacy development worked in the writer's setting and was especially appropriate for Chapter 1 students. Students benefitted from drawing on their own experiences, reading interesting and relevant literature, and expanding their thoughts and interests. Integrating reading and writing into the content areas was real, natural, and meaningful. The writing matrix of Steward-Dore (1986) was an aid toward accomplishing this purpose.

Working cooperatively in small and large groups was a need in the writer's setting. Madden (1986) and Hinnenkamp (1991) show positive results in reading achievement of at-risk students when learning cooperatively. Students in the writer's setting were at-risk, and most had trouble working cooperatively. They learned to work without arguing, getting angry, or becoming too loud. Learning to read, write, and work in learning centers cooperatively was effective

in increasing academic growth, especially reading. Cooperative learning kept the students engaged actively and increased motivation.

One problem the writer faced was the lack of books for whole language group activities. Some classical literature was ordered, but did not arrive until the end of the year. The students mainly used the basal readers and literature from the library. However, the plans of Hoffman (1987) and Zarrillo (1989) worked well to incorporate the whole language approach with the basal texts. These plans proved useful with the classical literature as well.

The solution of heterogeneously grouping students had already been accomplished in the writer's setting. Students were mixed by abilities, sex, and race. However, most of the students were Black or Hispanic, and most of the students were low achievers.

A large variety of whole language literacy experiences based around themes was proposed by the literature. This enriched the students' experiences and made learning fun and relevant. Students in the writer's setting had few experiences from which to draw; therefore, providing them with theme based literature and activities supported literacy growth. The whole language activities of Harris (1993) and Morrice and Simmons (1991) worked in the writer's setting. The integrated activities of Ediger (1988), Juel (1991) and Routman (1991) were meaningful to the writer's students. Story mapping as described by Felber (1989) was an effective way to begin the students' analysis of stories through graphics because most of the students could not write or spell. The book club that Rosler (1989) described was adapted to the writer's situation.

The whole language approach of assessment was meaningful to the local students. This type assessment showed students how to correct and improve their work. The traditional way to which the students were accustomed, that of

receiving work sheets with errors marked in red ink, is useless and does nothing more than create shame, lack of self-confidence, and dislike of school.

The school-wide literacy programs that were designed for students at-risk are well worth reading for ideas and innovations. Although the writer's school did not adopt any of these programs to use as a plan of action, the writer looked for methods and suggestions that fit into the local school-wide Chapter 1 program. The writer shared these ideas with the SAC. Because of this interaction and sharing, second grade (then later first, third, and fifth) decided to use the Core Knowledge Sequence (Core Knowledge Foundation, 1993).

The writer incorporated a large program of cross-age peer tutoring as suggested by the literature. These programs proved most helpful with low-achieving students. Most favorable was that all the other solutions (whole language, cooperative learning, use of computers, integration into the content areas) were incorporated into peer tutoring, and the benefit was to both the tutor and tutee. Resources were already available from the school's media center, county library, and classroom supplies. The writer's second grade class was tutored by a fourth grade class with the plan of Thouvenin (1989) which provided a simple beginning outline. The second grade class tutored a kindergarten class, and the plan of Ayers and Wainess (1989) worked well for these groups of students. The training of tutors was accomplished by teaching Pause, Prompt, and Praise (Berliner & Casanova, 1986). High school students provided additional support in cross-age peer tutoring. Supporting the research findings in the literature, this was valuable in increasing the students' literacy growth and self-esteem. The students in the writer's setting needed the benefits of academic and social improvements that peer tutoring provided. The writer's second grade classroom gained from being both tutors and tutees.

The literature notes that literacy programs should be adapted so that students experience success. Both Nevi (1983) and Hadley (1988) equate success with enhanced self-esteem. Success and self-esteem are qualities that needed developing in the writer's school. Improving the curriculum and instruction (Madden et al, 1993), providing a relaxed climate with a variety of reading material (Wham, 1987), and incorporating the strategies of whole language, cooperative learning, and cross-age peer tutoring helped promote success and improved self-esteem with the writer's students.

The inclusion of computers and other technology in the literacy program worked in the writer's setting. Each second grade classroom received four new computers and a printer. Software that fit with reading material and motivational tutorials designed to improve scores on standardized tests were included in the integrated learning system package. These programs aided the local students because they allowed for a fast or slow pace, and they were reinforcing because students were successful most of the time. The students used story based reading activities and integrated writing into the content areas. One of the main advantages was simply teaching the students the basic use of computers and making them feel comfortable and knowledgeable about their use. As Stewart-Dore (1986) emphasized, the key to having computers in the classroom is its integration into the culture.

Description of Selected Solution

The literature provides a wealth of solutions that have been proven effective in promoting literacy growth in school settings similar to that of the writer. Therefore, most of the solutions cited in this paper were included in some way during the course of the eight months of practicum implementation. The intent was to reach the goal of developing and implementing a literacy program

that would improve literacy growth and maximize learning of students in the writer's second grade class in a Chapter 1 school.

The whole language approach was used throughout the curriculum. Literature (including that from basal readers) was selected that was of interest to the students and relevant to their lives. Students' comprehension and thinking began with what they already knew, then expanded for growth in knowledge and personal satisfaction. Reading and writing were integrated into the content areas so that they were acquired for real use and not just practice. The matrix of Steward-Dore (1986) was used to guide the writing process so that writing was for a real purpose and not just a handwriting activity. The activities were child centered, literature based, purposeful, natural, and meaningful. Establishing a purpose for all literacy skills promoted growth through meaning and relevance, and also provided a basis for assessment. Modeling good listening, speaking, reading, and writing took the students through the developmental process.

The writer collaborated with other second grade teachers to share ideas and methods, and to create a sense of community. The SAC at the writer's school obtained permission for students to be released early one day each month so that teachers had one-half day for collaboration. The second grade teachers planned science and social studies lessons to share and to integrate with whole language activities.

Cooperative learning was part of the plan. Students worked cooperatively in small and large group settings. This was needed in the writer's setting and had not been done much before. The students did not know how to cooperate with others to complete a project or activity. Madden (1986) and Hinnenkamp (1991) cited studies that showed cooperative learning to be beneficial to increasing reading achievement with Chapter 1 and other at-risk students. The writer provided adequate time for students to interact and complete projects in

order to increase motivation and interest. The writer planned learning centers that enhanced literacy growth and cooperative interaction. The students liked to work together in centers even though they did not always cooperate. The students needed help in learning to cooperate. The writer tried to create centers that were motivating and that engaged the students actively in order to assist the students in cooperative learning.

The writer's school had grouped the students heterogeneously by ability, sex, and race. This helped students feel they were capable of achieving because they were in a class with good students and there was no stigma of being classified as Chapter 1. Most of the students were Black and Hispanic, and were low achievers; thus, the group was not as heterogeneous as could be desired. This is a factor that could influence the outcome of the practicum.

The whole language experience was theme based. The reading material was mainly second grade basal readers. The writer selected stories from these readers that were predictable and relevant, and had a plot, setting, main character, and sequence of events. Zarrillo's (1989) overall plan (see page 28) and Hoffman's (1987) guided reading plan (see page 31) were used together because they incorporated the whole language approach with the use of basals as well as with classical literature. These plans were especially suitable for guiding low achieving readers. The writer used theme based experiences revolving around Big Books, holidays, and science. Experiences included charts, story mapping, transparencies, creative writing and drama, shared reading, and an abundance of books. Skills development was through the use of analogies and through integration so that the skills development was natural and meaningful, not isolated and fragmented. Providing a variety of whole language experiences stimulated literacy growth and motivation. The students developed critical listening and reading skills. They improved speaking skills as

they discussed projects and spoke to each other. Writing skills improved -- both creative writing and mechanics.

Assessment and evaluation with the whole language approach included the use of reading inventories and running records, comparing samples of writing, and the retelling of stories. Various assessment methods were used from Ediger (1988), Hinnenkamp (1991), and Routman (1991). These types of assessment showed students how to correct and improve their work. This replaced the traditional method of marking errors with red ink with no constructive criticism or directions for improvement. The writer read other school-wide literacy programs that were designed for students at-risk in order to glean ideas useful in the classroom or for SAC consideration.

The writer incorporated a large program of peer tutoring/mentoring. The literature noted the value of such programs, especially with children at-risk like so many in the writer's setting. One asset of peer tutoring is that all the other solutions from the literature (whole language, cooperative learning, use of computers, integration into the content area) can be used. Furthermore, the program benefits both the tutor and tutee (Warger, 1991). The writer worked with another teacher to train fourth grade students in the method of Pause, Prompt, and Praise (Berliner & Casanova, 1986). These fourth graders were then paired with the writer's second grade class for tutoring sessions two days a week. Later, the second grade students were trained as tutors and paired with a class of kindergarten students for once a week sessions. Students from the local high school as well as parents and other adult volunteers were solicited to train as tutors to the writer's second grade students to help them become successful academically. With this program, the second grade students benefitted both from having tutors and from being tutors. According to research, they gained academically and socially by promoting self-esteem.

In all the activities, the writer guided the students toward success. Success promotes self-esteem, which in turn improves academic growth (Nevi, 1983; Hadley, 1988). There was a variety of reading material that the teacher selected. Later, the teacher and students made selections together, and finally, the students made their own literature selections. The writer wanted the students to like to read and to have a positive attitude toward school and learning.

The students began computer instruction in a laboratory. Here they learned the fundamentals of computer usage. They learned to log in and out, become familiar with the keyboard, and learned to use some of the programs. Later in the school year, each second grade classroom was fitted with four computers and a printer. The students were then able to use integrated reading programs that were interactive and could be used cooperatively or individually. There were also tutorials for CTBS which were somewhat helpful for improving test taking skills. The classroom computers were used daily as one of the learning centers. Students were successful with the programs because they allowed for individual differences in learning. The computers were motivational tools for acquiring new information, and reading and writing activities were integrated into the content areas.

Report of Action Taken

During the eight month period from October 1, 1993 through May 31, 1994, the students were involved with whole language activities, cooperative learning, cross-age peer tutoring, and use of computers. The writer's role was to fully implement the whole language program by planning all activities and following through with instruction and guidance. The writer planned and integrated cooperative learning activities and computer programs into the whole

language curriculum and across the content areas. The writer coordinated the cross-age peer tutoring program, was responsible for most of the planning, and acted as facilitator to half the groups at all times. Three classes participated in the activities; however, only the writer's second grade class was monitored.

In September, the writer obtained the principal's permission to proceed. Afterward, letters were sent to parents (see Appendix C) requesting that the children and parents participate in the program. Portfolio folders were set up for each student, and the program and expectations were discussed.

The school day was arranged into blocks of time. Most of the morning was theme based reading, writing, and listening activities using the whole language approach. The themes were carried into the afternoon blocks of social studies/science units, peer tutoring, and use of learning centers and computers. The program had to adapt to the use of basals combined with classical literature, and the students had to use the computer lab until computers were installed in the classroom. The writer kept handy, for valuable information and whole language activities, the books by Maxwell (1981), Routman (1991) and Watson (1987).

Following is the weekly program of implementation described according to the four components: whole language, computer usage, peer tutoring, and evaluation. Although this is the most convenient method of describing the program, the components intermingle, and cooperative learning is incorporated throughout.

October - Week 1 - Theme : Fall. Objective: To pretest and implement the whole language experience with various forms of reading, listening, and writing activities.

Whole language (WL) - The writer set up theme based learning centers with the objective of working cooperatively. Big Books and poems about fall were read to the class, and rhyming words were discovered using squirrel reproductions (Allman, 1991). Leaf rubbings were made, and film strips of the seasons and on autumn were viewed. Stories from the basal text and from the library collection regarding fall were used as guided reading activities using the Hoffman (1987) plan as previously outlined on page 31. Story mapping (Felber, 1989) was introduced (see Appendix D). This activity was used weekly for the first half of the year. The story maps were made on back of "I Can..." charts (columns for the word, read it, find it, use it) which was used daily for vocabulary development. Listening skills lessons (Meroney, 1993) were integrated into the content areas with students identifying the characteristics of good listeners, listening to sounds in the environment, listening for a purpose and to rhymes and riddles. The students ate red jello to learn the short sound of "e" (Snyder, 1987).

Computer usage (C) for most of the students was their first experiences at the computer. Students worked cooperatively with partners in the computer lab one day a week for 40 minutes. They became familiar with the computer keyboard, learned to log in, played an alphabet game, and logged out.

Peer Tutoring (PT) - The writer spent time in libraries collecting books and making plans to begin next week.

Evaluation (E) - The writer, with the help of another teacher, pretested all the students on the DAB subtests. Letters were sent to parents explaining the program and requesting a response (see Appendix C).

October - Week 2 - Theme: Christopher Columbus. Objective: To continue the whole language experience as in week 1.

WL - Columbus was studied through reading books and stories. The students helped the writer read on the theme using the encyclopedia. The students read and dramatized a Columbus play. They made a framed picture by gluing a picture of Columbus' three ships into an egg carton lid. A Big Book was made by students working cooperatively in small groups. Students participated in story mapping (Felber, 1989) (see Appendix D) and listening skills games (Meroney, 1993). Students ate an apple for the short "a" sound (Snyder, 1987).

C - Students worked one day in the computer lab increasing their knowledge of computer usage, learning to use the program Animal Math, and practicing logging in and out.

PT - The writer met with fourth grade students and their teacher to discuss the details and responsibilities of tutoring. The students were taught to pause, prompt, and praise (Berliner & Casanova, 1986) and to respect the feelings of the second graders.

E - The writer spent time each day making informal observations and journal notations of events, areas of success, and areas of concern.

October - Week 3 - Theme: Halloween. Objective: To continue whole language experiences and computer familiarization, begin writing activities, and introduce peer tutoring.

WL - The students read Halloween books, wrote Halloween poems, and made cards and drawings. They read a story from the basal, "Dragon in the Clock Box," using guided reading and story mapping for sequencing and details. This was followed by working cooperatively on an experience story which they made into a Big Book (Fitzgerald, 1989) which they titled "The Boo in the Box." Listening games (Maxwell, 1981) were played to improve listening skills. Maxwell's book contains activities of various difficulty that are fun, yet require

concentrated listening and thinking. The activities were used to fill in time while waiting in line or during transition periods. The students ate licorice sticks for the short sound of "i" (Snyder, 1987).

C - The students worked eagerly at logging in, playing the Alphabet Game, Animal Math, Mosaic Puzzles, and logging out. They learned more about sharing and working cooperatively.

PT - The fourth and second graders met to select partners. The two teachers had made tentative partnership arrangements and guided the pairing. However, some students chose each other. After partnerships were formed, the students made Halloween pictures together by drawing with chalk on black construction paper. They shared a Halloween treat. The fourth grade teacher discussed the tutoring method of reading, sharing, and illustrating (Thouvenin, 1989).

E - Students were asked to write about their Halloween costumes. Their writing samples were checked against a rubric (see Appendix A), recorded, and filed for comparison with later work.

October - Week 4 - Theme: Halloween. Objective: To continue whole language activities, cooperative learning, and computer usage, and to begin cross-age peer tutoring.

WL - Students read Halloween books and sang Halloween songs. They read a story in the basal text about a girl who made signs, then they worked in small groups making Halloween signs. Listening activities involved following oral directions. Writing and speaking activities included My Book, Alphabet Book, and other activities listed in Juel (1991). The students ate a lollipop for the short sound "o" (Snyder, 1987).

C - At the weekly session, the students logged in and roamed freely through the district's Early Childhood programs. Many students logged out quicker than the writer could.

PT - Tutoring sessions began between the fourth and second graders with half the partners going to the fourth grade classroom and half remaining in the second grade classroom. The groups met on Tuesdays and Thursdays. The fourth graders read fairy tales to their partners, then they discussed and illustrated the stories.

E - The students were given reading and writing surveys (Routman, 1991) in order to determine their feelings toward reading and writing, whether or not they liked to read and write, and the importance they placed on reading ability. Students were asked to write all the words they could spell in 10 minutes (Clay, 1985). The writer counted and recorded the number of words correctly spelled.

November - Week 1 - Theme: Pilgrim's Thanksgiving and Native Americans. Objective: To continue the whole language activities including listening skills, cooperative learning, computer lab, and integrating reading and social studies activities.

WL - The students read stories about the Pilgrim's Thanksgiving and about Native Americans. The writer read chapter books based on the theme. Students made picture necklaces that sequenced the Pilgrim's story, then they used the necklaces to retell the story (Allman, 1990-91). Journal writing consisted of dialogues with the teacher as well as experiences (Juel, 1991). The writer spent much time teaching invented spelling in order to diminish frustration when writing in the journals. Invented spelling was taught most effectively through poetry. Cooperative learning centers were utilized daily. Listening skills

continued to be activities involving following oral directions. The reading project by Murdock (1987), Soar into Reading, was begun. As books were read, the rockets rose, and the student having read the most books by Christmas won a prize. The students ate nuts for the short "u" sound (Snyder, 1987).

C - Students were still utilizing the computer lab once a week and becoming more adept, confident, and cooperative.

PT - Second graders spent this week selecting wordless picture books and practicing reading them to each other in preparation for their work with kindergartners. The writer modeled reading most of the books. The method of pause, prompt, and praise (Berliner & Casanova, 1986) was discussed as students prepared for their kindergarten partners. Second/fourth grade sessions continued as in October, week 4.

November - Week 2 - Theme: Veteran's Day. Objective: To continue as in week 1 and begin peer tutoring between second grade and kindergarten.

WL - The writer modeled writing a story, and the students wrote a language experience story following the plan of Levesque (1989) called ELVES (Excite, Listen, Visualize, Extend, Savor). They wrote a story about the American flag and learned to correctly draw the flag. Picture nouns (Fry, 1987) were used for reading and vocabulary development. Listening skills involved listening for story details, and identifying the setting, main character, and the beginning, middle, and end of a story. This correlated with story mapping which continued to be a weekly activity.

C - Students visited the computer lab once each week for reading and math activities using the district link-up. Students were required to complete programs that correlated with classroom activities, then they were free to play

games or other activities that the pairs agreed upon. Emphasis was on taking turns.

PT - At the first meeting, the second grade tutors were paired with kindergartners, and they talked and got to know each other. During the second session, kindergarten students listened while their second grade partners read wordless picture books. Second/fourth grade followed the same pattern as the previous week.

E - Using notes and student materials from listening observations, the writer completed the first listening checklist and assessment (see Appendix B) for each student.

November - Week 3 - Theme: Modern Thanksgiving. Objective: To integrate whole language activities throughout the curriculum.

WL - The writer read Thanksgiving Treat, by C. Stock, then the students discussed the story and the meaning of a modern Thanksgiving. They made stick puppets (Allman, 1991-92) and dramatized the story. As a homework assignment, the students asked their parents to help them write about a way their family celebrated Thanksgiving or some other special day. Students made Thanksgiving menus. A student unexpectedly brought a turtle to class, so the students wrote a Thanksgiving menu for the turtle, too. The students saved their writings in journals, and they took turns daily sharing what they wrote. They listened for details and story titles (Meroney, 1993).

C - Students used the computer lab the same as the previous week. Tables for the new computers were set up in the classroom.

PT - 4th/2nd - Together on Tuesday they made Thanksgiving cards for school workers, and on Thursday they read together. 2nd/K - The second graders practiced among themselves on Wednesday, then read to the

kindergartners on Friday. This time schedule became the pattern for the rest of the year.

November - Week 4 - Theme and Objective the same as week 3.

WL - Students continued writing experience stories and following ELVES (Levesque, 1989) for circle discussions. They wrote a list of things for which they were thankful. The writer selected a story from the basal text for guided reading. The students made their first Little Book based on an Indian poem. Listening activities were focused on developing sequencing skills.

C - This week the students began to use some of the lab's social studies programs as well as new reading and math programs that correlated with classroom activities.

PT - Because of the holidays, the partners met only once. They worked together in learning centers, and they also played games and worked puzzles.

E - T-charts regarding likes and dislikes (Geistfeld & Juntune, 1983) were given to all tutors in order to learn what changes or directions should be considered in the peer tutoring program.

December - Week 1 - Theme: Christmas Around the World. Objective: To integrate the theme across the curriculum using daily newspapers and classical literature for whole language, cooperative learning, peer tutoring, and social studies activities.

WL - The writer collected 15 Christmas books from the media center for student reading. The writer read the stories to the class, then students chose the book they wanted to read. This way small groups of two to four students each was formed. This was the beginning of Zarrillo's five step plan (see page 28) for reading core books. To continue the theme into social studies activities, students and the writer looked through the daily newspapers and found pictures

and articles about the St. Lucia celebration in Sweden as well as Mexican and Italian Christmas celebrations. The writer read daily from Celebrating Christmas Around the World (Wernecke, 1962) while the students colored corresponding pictures. The students watched a film strip, Christmas in Many Lands (National Geographic Society, 1962). Journal writing continued, and each day five students read an entry. Discussion followed as outlined by Zarrillo (1989). Students continued Soar into Reading (Murdock, 1987) moving rockets up the wall as books were read individually. This activity continued to the end of the month.

C - Students were successful at using the programs on the lab computers. They asked for very little help from the writer. They asked each other for help in finding particular programs.

PT - With the use of Christmas magazines and advertisement flyers, the fourth grade tutors helped the second graders make a Christmas wish list. Then using the list, together they wrote a letter to Santa which the fourth graders took away to pretend to mail. After this exercise, the second grade tutors were able to help the kindergartners use the ads for their Christmas wish list.

December - Week 2: Theme and Objective same.

WL - The writer followed Zarrillo (1989): Students began reading their selected Christmas books in their small groups and discussed the story. They helped each other read until each person could read at least one page very well. They each made a book jacket for their book. They listed hard words on individual "I Can" charts and drew a story map on the back. The writer assisted with word recognition and with discussing the main character, setting, and main idea. Finally, the students practiced dramatizing their stories. The theme continued into social studies activities about Christmas in Southern Rhodesia

and among the American Navaho Indians. Students worked throughout the day in large groups, small groups, and individually. Journal writing continued daily and sharing in a big circle was the highlight of this activity.

C - Lab activities continued once a week.

PT - Both groups (4th/2nd and 2nd/K) made paper bag reindeer puppets and pasted their Christmas lists onto the back. Then they took turns making their puppets "read" the lists.

December - Week 3 - The theme and objective continued.

WL - This week was spent with student presentations. Students read individually to the class a page selected from their book. Then individually, they showed and explained their book jackets and read letters they had written to story characters. Finally, they dramatized the story as a group activity. Journal writing and circle discussions began to include questions such as: (a) What was the piece about? (b) What did you like? (c) Any questions, comments, or suggestions for the author? (Zarrillo, 1989). During the social studies activities, the students made a book of poems and songs about Christmas in the U.S.A. The writer read to them daily "A Visit From St. Nicholas." At first, students supplied the last rhyming word of each couplet. Later, the writer stopped to allow students to supply both rhyming words. As a result, most students memorized the whole poem. The writer gave a prize to the student who had read the most books in the Soar into Reading project.

PT - The fourth grade tutors brought letters from Santa in answer to the letters sent last week. The letters had been stored in the freezer, so they were still cold and icy. The fourth graders read the letters, then the second graders read them. They also made Christmas cards for classmates. In the 2nd/K session, the students together colored a two-page picture of Santa and his

reindeer and talked about Christmas. The teachers read to them "A Visit From St. Nicholas" while they colored.

E - T-charts were completed by all tutors regarding strengths and "work-ons" of the peer-tutoring program. The first writing survey was given to the second grade class (Routman, 1991).

January - Week 1 - Theme: Dinosaurs. Objective: To begin teacher-student selection of books for interest.

WL - The writer made some book selections by authors such as the Billy and Blaze series by Anderson. Students discussed authors and how their books were similar. The students and the writer selected books from the media center according to author or the dinosaur theme. Students used the story frame method (Cairney, 1987) as a form of book report. The Book Club (Heukerott, 1987) was begun as a motivation for reading. This activity was a tag board bookcase with one student's name on each shelf. A small book made from wrapping paper was attached beside each student's name for every five books they read. The books read from the Soar into Reading project were counted so that everyone had one or more little books by their names to start. Students continued the reading-writing connection with cooperative learning. Students wrote in their journals about their New Year's resolutions. These pages were edited and displayed in the outside hall. Direct listening skills were begun again with students' listening in order to distinguish fact from fantasy.

C - The district informed the school that the classroom computers would be installed at the end of February. The writer found software for reading and math that could be used in the lab in addition to the district link-up. Therefore, the students were integrating reading and math skills useful for CTBS testing with games, social studies, and science activities.

PT - As a result of feedback from the T-charts, some partners were changed, and the fourth/second grade goups switched classrooms. The fourth and second grade students began a month-long project on the dinosaur theme. Material was ordered from the Palm Beach Post Education Department, and a laminated book cover was made by each student in which to save work. As a whole group with teacher assistance, the students read a card about one particular dinosaur. Then the paired partners looked through the daily newspaper to complete a card which asked students to cut and paste from the paper things that applied to that dinosaur. For example, they would find five different print types of the letter "A" for Ankylosaur, paste pictures of food for his birthday party, and find a nickname for him. They completed one activity card at each tutoring session. The kindergarten and second grade students began making a display of dinosaur cut-outs in a stand-up rain forest pasted to a manila folder (Allman, 1992).

January - Week 2 - Theme: Dinosaurs. Objective: To introduce new methods for increasing reading comprehension. To include high school and adult volunteers in the peer tutoring program.

WL - Students read dinosaur books, classical literature, and other selected stories from the basal text. Action phonics (Cunningham, 1987) was introduced as a means of improving vocabulary and understanding verbs. Story Circles (Vogel, 1987) was introduced as a way for students to identify details of a story (see Appendix E). However, this did not replace story mapping which the students understood and enjoyed. Listening activities integrated into the curriculum consisting of students' depicting emotions and moods of stories. Students continued journal writing and sharing (Zarrillo, 1989) in circle fashion with the reader sitting in a special chair.

C - Students were still using the lab once a week, but they increased the time to 50 minutes. Two students used one computer, so they had to make decisions regarding the selection of programs and the method of taking turns.

PT - Fourth and second grade partners worked on dinosaur activities (cards 3 and 4) with enthusiasm. The kindergarten students enjoyed their project as well and were becoming friends with their second grade partners. They would tap on our door, peep through the window, and wave as they went through our hallway to lunch. This continued for the rest of the school year. The writer once thought of covering the window in the door, but decided that this was not a disturbance, but a valued interaction of partners. The writer contacted the local public high school regarding peer tutoring, but could not meet with the principal this week.

January - Weeks 3 - Theme and Objective the same as week 2.

WL - For diversion, the story circle used for recording details was replaced with a details chart that the district had provided (see Story Mapping in Routman, 1991). Whole language was integrated throughout the content areas as in the previous weeks, but because it was nearing time for the CTBS testing, the writer felt it appropriate to include test taking skills. Therefore, students sat in a circle with the teacher daily right after lunch for "CTBS Games." The students thought this was fun, but some became apprehensive because older siblings expressed negative feelings about CTBS testing. Listening skills focused on vocabulary development through context.

C - Students missed the lab this week because of a school holiday. They were extremely disappointed.

PT - Fourth and second grade worked on dinosaur activities 5 and 6. Kindergartners worked on their dinosaur displays with their partners. The writer

continued to press for a meeting with the high school principal and continued to be denied an appointment for various reasons.

January - Week 4 - Theme and Objective the same as week 2.

WL - The reading and language arts activities continued as from week 3. Listening activities included skills in making inferences and drawing conclusions. All papers and notes regarding these activities were saved in student portfolios for later assessment and evaluation. Journal writing had previously been based on a single topic mutually selected by students. In order to provide students with more choice, the writer elicited a list of topics. However, this led to much confusion, and at the sharing circle, students read old journal entries. Therefore, the process reverted to the familiar and favored method of writing.

C - Another holiday fell on computer lab day. However, the writer found another time slot so that the students were able to attend the lab for 45 minutes.

PT - The fourth and second grade students completed activities 7 and 8 which culminated the unit on dinosaurs. They also watched a film strip on dinosaurs. The kindergartners completed their displays, used creative dramatization, and proudly took their displays home. The writer met with the high school principal who was cooperative and interested in a peer tutoring/mentoring program. When the principal did not call back as promised, the writer contacted her office. The school secretary said that the guidance counselor felt that the program was not feasible at this time. The writer sent survey letters to parents (see Appendix F) adapted from Nelson (1994) requesting their help.

E - T-charts were given to all tutors for program input.

February - Week 1 - Theme: Poetry. Objective: To identify and use several types of poetry through whole language experiences.

WL - The writer gathered poetry books and read poems by Mother Goose, Robert Louis Stevenson, Shel Silverstein, and from the basal reader. The students wrote poetry such as "Red is ...". These poems were read, discussed, edited, then pasted onto a large construction paper heart for outside hall display. Students made Valentine paper bags with poems on them. They read a poem about a ground hog. Then they made stand-up ground hogs which were taken outside at noon to see if they made shadows. Students took a district sponsored trip to see an Indian exhibit at an art gallery. Indian poems were read and discussed before the trip. Listening skills for three weeks focused on predicting outcomes and discussing appropriate endings.

C - The students still used the lab as before. However, to integrate more with the theme, students selected poems they liked the most, and the writer typed them on a computer and printed them. These were saved for making a poetry book.

PT - Fourth and second grade selected poetry books from the media center. Fourth grade then read, selected, copied, and illustrated favorite poems. These were read together, re-read, and given to the second grade for their poetry books. Second grade tutors helped kindergartners make Valentine bags with poems on them. The writer contacted the high school guidance counselor in a final attempt to arrange for high school tutors. The counselor agreed to review the situation and respond, but did not do so.

E - The students wrote all the words they could spell in 10 minutes (Clay, 1985). The writer counted the correctly spelled words and recorded the results for each student. This exercise was repeated each month, and students tried to beat their own record. The writer looked for any patterns and areas of difficulty.

February - Week 2 - Theme: Valentine's Day. Objective. To incorporate valentines and poetry into the whole language program.

WL - Each student was given a sturdy 3-ring folder in which to save poetry. The students wrote poems and copied poems into their journals. They edited and illustrated their favorite to place in their poetry folders. The writer typed their favorite Shel Silverstein poems (allowing room for illustrations) for addition to the poetry folders. The poems in the poetry folders were read often, and these folders became a treasure for each child. Students made Valentines for each other and put them in the Valentine bags that they had made the previous week.

C - Installation of classroom computers began this week. Students had to continue in the lab with the programs previously used. The writer made some computer printed Valentines to illustrate this feature of computer usage.

PT - Fourth grade wrote poems on construction paper, then the partners illustrated the poems and saved them in their poetry folders. These partners also made Valentines together. The second grade helped kindergarten cut big hearts and paste features on them to make "Hearty People" (Allman, 1994). The writer contacted the local public middle school to try to get a peer tutoring/mentoring program arranged. There was interest, but lack of transportation made the project impossible to carry through.

February - Week 3 - Theme: Abraham Lincoln. Objective: To identify Lincoln as the 16th President, and study his life on the frontier using the methods of whole language, cooperative learning, peer tutoring, and technology.

WL - The reading and writing connection was based on Lincoln as students made books and completed activities listed in Watson (1987). Students read "A Surprise for Abe" from the basal text and Abe Lincoln, by

Follett. The students began using the Story Star as a graphic organizer (the five points asked who, where, when, what, and how). Because the students could write well, this replaced story mapping. Students each wrote a letter which began: "Dear Mr. Lincoln, For your birthday I would like to get you a ..." and in most instances, the gift was a book. Students made a small book in the shape of Lincoln's silhouette which contained pertinent information about his life.

C - Unfortunately, the Lincoln laser disc was not available; therefore, the writer substituted a very interesting film strip on Lincoln's life. Computers were installed and ready, but the district sent word that the computers were not to be used until teachers received inservice from the company representatives.

PT - Fourth and second grades played games such as writing words about Lincoln in ABC order and unscrambling sentences. They also read and illustrated a poem each session. Second grade with their kindergarten partners listened to a Lincoln story as they colored a log cabin and a Lincoln silhouette. The writer contacted a local private high school regarding the peer tutoring/mentoring program, and this school was very receptive of the idea. In fact, they had been looking for such a program, and transportation was not a problem.

February - Week 4 - Theme: George Washington. Objective: To identify Washington as the 1st President, and study his life as a well educated country gentleman.

WL - Reading, writing, social studies, and art projects were similar (sometimes identical) to those of last week except the books and activities related to George Washington. The Story Star graphic organizer was used for details, sequencing, and parts of a story. This week was also "Career Week," so the students wrote letters to their visitors: police officer, dentist, fireman, and

representative from the animal humane society. The students continually added to their poetry books. Listening skills activities included differentiating between cause and effect as well as stating the cause or effect (Meroney, 1993).

C - The students had become very computer friendly and most learned to take turns and cooperate during their lab time at the computers.

PT - The fourth and second grade made a George Washington monument jigsaw puzzle, and they made a "Little Book of Firsts" beginning with Washington as the first President. The second grade helped their kindergarten partners properly color the American flag. Then they cut out a silhouette of George Washington and pasted it onto their flag picture. Students from the private high school spent this week getting organized and learning pause, prompt, and praise techniques. Thirty students signed up to participate.

E - The second observation was noted on the listening checklist (see Appendix B). T-charts concerning likes and dislikes were given to each tutor for the purpose of feedback regarding the tutoring program. Writing surveys (Routman, 1991) were given to the students to assess their feelings toward writing as well as progress.

March - Week 1 - Theme: Leprechauns and St. Patrick's Day. Objective: To continue the whole language approach to literacy development through use of integrated holiday themes.

WL - Students listened to the teacher read from Leprechaun Tales, by K. Green. They studied a play which they read chorally, then chose individual roles and dramatized the play. The students continued working in centers, and they wrote in their journals and shared daily. They wrote a descriptive paragraph about one of their Reading Buddies (tutoring partners). Students also wrote all the words they could spell in ten minutes in an effort to beat their own record of

last month. The class was offered a trip to a new and beautiful center for the performing arts. This was quite a treat; therefore, the writer made this understood and prepared the students for the experience through readings and songs. Listening skills were directed toward listening for the main idea and categorizing. Test taking skills were integrated with reading as well as directly taught as "games."

C - The writer added new reading and math programs to the lab sessions in order to stimulate interest and to work on basic skills that would help the students on the CTBS.

PT - The high school students began tutoring/mentoring this week and came once a week thereafter. Eight students came and each worked with a group of two or three second graders. They read together, drew, and talked for about 45 minutes. The fourth/second grade sessions consisted of reading selections and determining the main idea. These selections were discussed as a whole group at the end of each period. Kindergarten/second grade sessions consisted of reading and illustrating the poem, Snake, by Shel Silverstein.

E - Students wrote all the words they could spell in 10 minutes. The writer counted the number of words correctly spelled and recorded the results. The second writing sample was collected from each student and recorded on the writing rubric (see Appendix A).

March - Week 2 - Theme: St. Patrick's Day. Objective: To continue an integrated approach to literacy, and a direct approach to test taking skills.

WL - The writer continued reading leprechaun tales while the students colored leprechaun pictures and made paper plate leprechauns for decorating the classroom. Students read folk tales, used the Story Star for understanding parts of a story, read in pairs, and read individually to the class. Students

worked daily in small groups, large groups, and independently. They edited letters for correct form, creative sentences, and proper capitalization and punctuation. They continued to write in their journals and share daily.

This week, the students followed part of Stewart Dore's (1986) plan for writing about their trip to the center for the performing arts. Their first purpose was to record their experience; the role was self; the audience was their peers; and the text type was journal. The second purpose for writing was to guide visitors; the role was a tour leader; the audience was visitors to the center; and the text type was an information pamphlet which included maps and seating. The third purpose was to imaginatively reconstruct the production process; the role was Sleeping Beauty or the Beast; the audience was a 3-year old; and the text type was a picture story book.

C - Students still used the lab with enthusiasm, but were anxious to use the computers in the room. Some of the teachers had completed their training, and their students were using the classroom computers.

PT - Eight different high school students came and read to the second graders. They talked to them, let them read, then together they illustrated the story. The fourth grade tutors helped the second graders work math problems, find math patterns, and learn some multiplication. They also continued to read for the main idea of the story. The second grade tutors helped the kindergartners recognize similarities as they colored leprechaun pictures.

March - Week 3 - Theme: St. Patrick's Day and Poetry. Objective: To continue an integrated approach to literacy, and a direct approach to test taking skills.

WL - Each student was given a page of lined paper with leprechauns around the margins and the starter, "I am lucky because ...". After these

paragraphs were shared and edited, they were pasted to a big construction paper shamrock in the outer hallway. A tissue paper rainbow connected the big shamrock to a construction paper pot of gold, and one piece of gold was removed each day as a countdown to CTBS testing.

The story of Robert Louis Stevenson and some of his poetry was read from the basal text. A Child's Garden of Verses was read daily. The students selected five poems to be added to their poetry collection.

Test taking skills continued to be taught daily. Listening skills integrated into the reading program included reviewing details, setting, main character, main event, and the beginning, middle, and end of a story. The writer began conflict resolution activities mandated by the district. Activities that the writer selected to use this week were those requiring role playing.

C - Students used the math and reading activities in the lab. The writer had three days of inservice training, finally.

PT - The peer tutoring programs were exactly the same format as in March, week 2. Only the material differed.

March - Week 4 - Theme: Easter. Objective: To continue an integrated approach to literacy, and a direct approach to test taking skills.

WL - Using library books on the theme, students read stories for details, sequencing, and main idea. They made inferences and would draw conclusions. They discussed the setting, main characters, main event, and the beginning, middle, and end of each story. These lessons were correlated with listening skills activities. Conflict resolution activities centered around "The Little Red Hen" where details and sequencing were noted as well as the conflict resolution. The details chart (Routman, 1991) was used as a graphic organizer. Students

continued creative writing activities in their journals, writing friendly letters, and adding to their poetry folders.

C - The writer set up individualized programs for each student, and they began using the classroom computers. Each student was allotted 20 minutes of independent work every day. A schedule was posted, and students would tap the next person on the list when they finished. The integrated learning system activities taught the same skills that were being integrated into the language arts and math curriculum at the level and pace of each individual student. Although these are independent activities, the students helped each other and discussed the lessons.

PT - High school students chose the books they would read to the second graders. They began to understand the reading ability of second graders, and the writer overheard comments that some had changed their selections to harder or easier. Fourth graders continued with math exercises because this was their idea of what was best in order to help the second graders do well on the CTBS. It also seemed to be what they liked most (as indicated on the T-charts), and what they could do best. Second graders helped their kindergarten partners recognize letters of the alphabet and color Easter eggs.

E - All tutors were given a T-chart of likes and dislikes to complete. These were used by the writer to share and discuss with others involved, and to re-focus if necessary.

April - Week 1 - Theme: Easter. Objective: To continue the whole language approach to literacy and to prepare for the CTBS.

WL - Literature selections were made by the students alone (Hiebert & Colt, 1989). Besides stories of Easter, students selected, read, and dramatized the play Soup for the King, which was in the basal text. Students wrote letters to

story characters following the form of friendly letters. Ideas from Watson (1987) were incorporated into the whole language program. Most reading and writing activities centered around Spring and Easter. The writer read aloud stories about Easter while the class made European Easter eggs and Easter baskets. The writer directly taught CTBS test taking skills from the published book, Test Best, as well as conflict resolution. Listening skills were no longer directly taught, but integrated into the content area. The book Listening Games, by Maxwell (1981) was an excellent source of quick activities for transition.

C - All students worked 20 minutes each day at a computer. The writer felt that this individualized instruction was a valuable tool to aid with testing. The computer reprogrammed student level in reading and math after every ten lessons. The students still wanted to use the computer lab, so the writer allowed them to do so once a week as previously scheduled.

PT - Some high school students returned for a second time, but most were new. Their program did not vary: they read a story; second graders reread the story; they discussed the story; they illustrated the story together. Fourth grade helped their second grade partners read for the main idea and review math. There was no session with kindergarten this week because of holidays.

E - Students wrote all the words they could in 10 minutes in an attempt to beat their own record. The number of correctly spelled words was counted and recorded.

April - Week 2 - Theme: Science Around Us: Plants and Environment. Objective: To integrate science, reading, writing, listening, and speaking using whole language methods.

WL - From the second grade basal text, the students read and studied Beatrix Potter's plant drawings. Students selected books and magazines from the library about plants. These selections were read by the students and teacher, and their importance to humans was discussed. Students drew and colored spring flowers. They worked on small and large group cooperative learning activities. All whole language activities were based on the theme. CTBS skills were taught directly from the Test Best booklets and practice tests were completed.

C - Students continued their daily activities at the computers working on individualized lessons. They practiced reading and math skills. They also attended the lab session.

PT - The high school students followed their same plan. The writer observed their use of higher order thinking skills. The kindergarten class was taught the song, Little Rabbit Foo Foo, and they colored finger puppets which they saved for use later.

The fourth grade and second grade partners worked directly on the theme for the week. They completed two activities from Project Wild (Western Regional Environmental Council, 1986) called "What's for Dinner" and "What Did Your Lunch Cost." These activities teach that all animals need food and that all food initially comes from plants. The two classes watched and interacted with a laser disc lesson called "Useful Plants" (Lutwak, 1991). To culminate the unit, the pairs of students searched the school grounds for 15 minutes collecting berries, leaves, mold, and moss samples. Prizes were awarded for the most varieties found and the most unusual collection.

April - Week 3 - Theme: CTBS and Sports. Objective: To complete CTBS testing.

WL - Most of each morning was dedicated to CTBS preparation and testing. Desks were arranged for testing, so there was not much cooperative learning. After the testing periods, the writer tried to create periods of relaxation. Books and stories about sports and athletes were read this week. From the basal text, students read a story about a real baseball player and one of fiction. Students worked cooperatively in centers for much of the afternoons.

C - The computer schedule was changed so there was no activity in the morning. However, all students managed to get their time at the computer every day. The lab time was cancelled for testing.

PT - The high school students read to their small groups, let the second graders read to them, discussed the stories, and drew pictures together. The fourth grade students did not meet for tutoring because their teacher felt pressed for time due to testing. The kindergarten students completed the finger puppets that they had begun last session, then together the partners sang and dramatized Little Rabbit Foo Foo.

E - California Test of Basic Skills was administered.

April - Week 4 - Theme: Science Around Us: Animals and Endangered Animals. Objective: To integrate science, reading, writing, listening, and speaking using whole language methods.

WL - Animal stories, both real and make-believe, were gathered by the students and found in the basal readers. These stories were read and discussed using higher order thinking and listening skills. Graphic organizers were used as appropriate to better understand the stories. Reading-writing connections were made with students working in cooperative learning groups and individually. There was much in the local newspaper and National Geographic magazine regarding the threat to animal life in the Everglades.

These articles were read and discussed with much interest because this topic related directly to the students' lives and environment.

C - Students worked with a science/reading program about animals as well as their individualized sessions. In the computer lab, they mainly played games.

PT - The fourth and second grades watched and interacted with a laser disc program entitled "They Are Dying Out" (Lutwak, 1991). For their second session, both classes visited a wild life preserve, Lion Country Safari. There they identified endangered species and noted what it would be like if other animals became endangered. The high school students followed the same program as last week. The kindergarten students did not meet with the second grade because of a school holiday.

E - T-charts regarding strengths and "work-ons" were completed by all tutors. The writer discussed the results with those concerned in order to make adjustments to the program.

May - Week 1 - Theme: Self-Concepts. Objective: To promote self-esteem, success, and cooperation.

WL - The students continued with learning centers, cooperative learning, and activities to promote both success and self-esteem. The lessons learned about conflict resolution were practiced daily. The story "Tall Tina" from the basal text was read as guided reading according to the plan of Hoffman (1987) using the graphic organizer Story Star for sequencing and stating details of the story. This story fit the theme because it illustrated that physical differences were natural, acceptable, and important. This led to reading-writing connections of differences in people including racial, ethnic, and religious differences. Students continued adding to their poetry folders, and these were read often to

the class and to their tutors or tutees. Listening activities were resumed as students reviewed feelings and emotions.

C - Students used the integrated learning system activities daily for 20 minutes. The class went to the lab each week for approximately one hour. The students wanted to go to the lab because there were many games. Since they "worked" in the classroom, they would "play" in the lab.

PT - The high school students were real reading pals. They would read, listen to the second graders read, discuss the stories, then illustrate them. The fourth and second graders spent this week's sessions playing together in the classrooms. They played board games and worked puzzles. Second grade helped their kindergarten partners color spring flowers to hang in their classroom as well as practice letter recognition.

E - Students wrote all the words they could spell in 10 minutes which the writer reviewed and recorded. The writer made reading running records on each student. These records were taken on text that the student had studied as well as on text that the student had not previously seen. Reading tests were administered to determine each student's ability to read for details and facts.

May - Week 2 - Theme: Fables. Objective: To visit the local public library.

WL - The students read and discussed a simplified version of Aesop's Fables. In cooperative learning groups, they selected a fable. Then on a large sheet of butcher block paper, they wrote the title, the moral, and made a large illustration depicting the main idea. The writer planned to make these into a Big Book; however, they were so well done, they were hung in the outside hall to share. Listening activities involved listening for context clues. Students

selected library books for a purpose: author, title, illustrations, theme, Caldecott winner.

C - Many of the students were working on reading activities using context clues for understanding vocabulary. The program continued as in week 1.

PT - Most of the high school students came with two books instead of the usual one. After reading and listening to the second grade read, they discussed the story, then wrote about it. Near the end of the session, four of the high school girls stood up and began cheer leading. Some of the second grade girls joined them, and this experience continued for about five minutes until the older students had to leave. The fourth and second grade classes walked to the local public library to browse and to note the various book sections. They selected and read books together according to their interests. After touring the library and the connecting museum, the students ate a picnic lunch on the grounds before walking back to school.

E - A third writing sample was collected from each student and recorded on the writing rubric (see Appendix A). The third observation was noted on the listening checklist (see Appendix B).

May - Week 3 - Theme: Fairy Tales. Objective: To compare different versions of the same story and identify unreal events with real people.

WL - All whole language activities were based on fairy tales. Students read different versions of The Three Bears, Little Red Riding Hood, The Gingerbread Boy, and other stories. Endings were predicted and discussed according to likes and dislikes. Students then made up their own story endings making them scary, funny, weird, or whatever. They illustrated their endings and told their stories. Listening activities focused on making inferences and drawing conclusions. Conflict resolution skills were practiced daily.

C - Same as week 2.

PT - The high school students did not come this week. On the day they were to come, they were informed that their school was closing because of financial reasons. The fourth and second grade played outdoor games together to encourage cooperation and deepen relationships. They also sang together as part of an assembly program for the district superintendent. Kindergartners with their second grade partners colored butterflies to add to their spring flowers. They also reviewed letter recognition.

E - The students were given reading surveys (Routman, 1991) in order to determine their current feelings toward reading, the degree to which they liked to read, and the importance they placed on reading ability. This was compared to a previous reading survey. A final writing survey was done for the purpose of comparing it with the previous survey to note students' attitudes toward writing.

May - Week 4 - Theme: Fairy Tales. Objective: To culminate the activities directly relating to the practicum implementation and complete all assessment and evaluation.

WL - Same as week 3. The writer used activities from Watson (1987) where appropriate. Listening games (Maxwell, 1981) were used extensively because the students found them to be fun, and they are beneficial.

C - Daily classroom use continued as scheduled as well as the lab session.

PT - The fourth and second grade partners played a listening game, then the peer tutoring sessions ended for the year with a party. The kindergartners and second graders dramatized the Little Red Hen using paper plate puppets.

E - DAB posttests were completed this week with the help of another teacher. Rather than use the T-charts for peer tutoring evaluation, the writer

asked all tutors to answer questions regarding their feelings toward the overall tutoring program (see Appendix G).

Deviations and Difficulties

There were a few deviations from the original plans. According to earlier information, the classroom computers should have been installed prior to the beginning of school. As it turned out, the students were not able to utilize the individualized integrated learning system (ILS) until the end of March. Fortunately, the school had a computer lab, so it was possible for the students to become knowledgeable about computer usage. This allowed them to move quickly into the ILS when it was finally in place.

The writer had expected to completely use a literature based reading program. Again, the material was supposed to be available when school began. Instead, much of the reading program was stories from basal texts. However, by using the methods of Hoffman (1987) and Zarrillo (1989) combined with Routman (1991) and other sources, the writer was able to develop a good whole language approach to learning.

No parents volunteered as tutors, and only two volunteered to read to the class. Of these two, one spoke no English and had volunteered by mistake. The other made plans to read to the class on three different occasions but did not follow through. The writer believes that this lack of involvement is not because of unconcern, but because of shyness and a lack of self-confidence. Several parents volunteered to help their children at home.

Another deviation was with journal writing and the 10 minute spelling contest planned for each month. The students could spell very little and became frustrated quite easily. In order to prevent total aversion, journal writing was slowed and the spelling contests were stopped until the students learned

invented spelling as well as the correct spelling of many words. Then the activities were accelerated after they had become easy, fun, and motivating.

There were several difficulties encountered with the peer tutoring programs. The writer had established the kindergarten program the school year prior to implementation. A month from beginning, the teacher backed out. The writer quickly spoke to another kindergarten teacher who agreed to participate. This second teacher decided against it two weeks later. A third teacher was approached, and she kindly agreed. The two classes met almost every week for the entire eight months.

Getting high school tutors was another area of difficulty. The writer thought there would be no problem because the principals of both the writer's school and the local public high school had previously discussed the program as an excellent idea. However, when the time approached, the high school principal and her guidance counselor felt there was neither the time nor transportation; thus, they dismissed the plan as "not feasible." Fortunately, a private high school was receptive of the idea. They had a community outreach program, and they were delighted to participate. This group of students was the most rewarding of the three groups for boosting self-esteem and creating a feeling of caring. All the second graders were thrilled with their tutors, and the high school students noted on the T-chart evaluations that they had learned much from helping the younger ones.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The problem in the writer's work setting was that the traditional Chapter 1 program had not been effective in promoting literacy growth. The writer and other Chapter 1 teachers had observed poor reading, writing, and listening skills. Students' attitudes toward developing literacy skills were negative, and they lacked motivation to improve because they were generally unsuccessful and learning material was irrelevant. Traditionally, reading was done for the sake of proper pronunciation and for learning isolated skills. Writing was copying for proper handwriting. Listening was hearing with little thinking involved. These observations were supported by students' records revealing poor scores on reading comprehension standardized tests. Checklists and anecdotal records showed inability to recall details and factual information. Writing samples were immature, uncreative, and weak in mechanics and structure. Homogenous grouping reinforced low performance.

The strategy used to solve this problem was to develop and implement a full literacy program. Students were grouped heterogeneously according to ability, sex, and race. Reading, writing, spelling, and listening were combined into meaningful whole language activities with emphasis on success and cooperation. Students worked on relevant projects in small groups, large groups, and individually in order to promote literacy growth as well as increase self-esteem. The writer allowed for much teacher-student and student-student

interaction. Computer technology was introduced as a motivation and an assistance to learning. A peer tutoring program was established so that the second grade students benefitted from both being tutors and receiving tutoring/mentoring.

During the eight months of this practicum implementation, the 22 students in the writer's classroom were monitored, and their progress was assessed and evaluated periodically on a predetermined schedule. The eight expected outcomes will be restated and the results shared.

1. The students will be given the reading and listening components of the Diagnostic Achievement Battery (Newcomer & Curtis, 1984) as a pretest and posttest, and at least 15 of 22 students will show improvement of one standard score or more from pretest to posttest.

This outcome was achieved in that at least 15 students showed improvement by one or more standard scores from pretest to posttest. This occurred despite the fact that three students had to be excluded from this evaluation because they moved before the posttest was administered. The result was that at least 15 of 19 students improved a minimum of one standard score on each subtest and the composite quotient.

The raw scores of the three subtests were converted into standard scores by use of a table in the DAB test manual. The scores from subtest 1 and subtest 2 were combined to form a listening composite score called the listening quotient. Table 1 shows the number of students who improved their scores from pretest to posttest on each DAB component as well as the number of students whose scores remained the same or fell. One can thus see that at least 15 students improved their scores from pretest to posttest which was the expected outcome of this practicum.

Table 1

Number of Students Categorized According to Score from Pretest to Posttest of Diagnostic Achievement Battery Components

Component	Improved	Remained the Same	Regressed
Subtest 1	15	3	1
Subtest 2	17	1	1
Subtest 3	15	1	3
L. Q.	18	0	1

Note. L.Q. = Listening quotient.

Table 2 is a breakdown of the pretest and posttest standard scores of subtest 1, subtest 2, subtest 3, and the listening quotient. Table 2 has been made into graphs to more clearly show the difference between each pretest and posttest score. In Figure 1, one can see that on subtest 1, story characteristics, 15 students improved their scores by 1 to 5 steps on the standard score table, 3 students' scores remained the same, and 1 score regressed. Figure 2 shows that on subtest 2, characteristics, 17 students improved their scores 1 to 5 steps, 1 remained the same, and 1 regressed. Looking at Figure 3, one can see that on subtest 3, reading comprehension, 15 students improved by 1 to 8 steps, 3 remained the same, and 1 regressed. The listening composite scores, Figure 4, show that total listening quotients rose from pretest to posttest for all students.

In order to view of the class as a whole, the mean standard scores were calculated for each component, see Table 3. Figures 5 and 6 represent Table 3 graphically. Figure 5 shows that on subtest 1, the students as a group scored at a mean of 7.5 on the pretest and at a mean of 9.0 on the posttest, a difference of 1.5 steps improvement. Figure 5 also shows that the mean scores of subtest 2 were 7.2 for the pretest and 9.5 for the posttest, a difference of 2.3 steps improvement. The mean scores on subtest 3 as noted in Figure 5 shows an improvement of 2.9 steps on the scale from a mean of 7.2 on the pretest to 10.1 on the posttest. Figure 6 is a picture of the listening quotient composite rising from a mean of 83.3 to a mean of 95.7, an increase of 12.4 steps on the standard score tables.

Table 2

Standard Scores on Diagnostic Achievement Battery Components

Student	Subtest 1 Pretest-Posttest	Subtest 2 Pretest-Posttest	Subtest 3 Pretest-Posttest	L. Q. Pretest-Posttest
1	8 - 10	7 - 11	6 - 10	85 - 103
2	8 - 9	8 - 13	5 - 6	87 - 106
3	8 - 8	6 - 9	8 - 11	83 - 93
4	11 - 11	7 - 8	12 - 13	93 - 97
5	10 - 7	11 - 11	10 - 10	87 - 94
6	6 - 10	11 - 8	8 - 11	91 - 94
7	5 - 6	6 - 7	3 - 4	73 - 79
8	6 - 9	7 - 8	3 - 4	79 - 91
9	7 - 10	7 - 10	8 - 14	76 - 103
10	6 - 11	6 - 10	8 - 14	76 - 103
11	9 - 10	7 - 11	6 - 14	88 - 103
12	2 - 7	7 - 8	3 - 9	67 - 85
13	6 - 9	6 - 7	6 - 10	76 - 88
14	8 - 9	7 - 10	8 - 11	85 - 97
15	6 - 8	7 - 9	11 - 11	79 - 91
16	6 - 6	3 - 7	3 - 11	67 - 97
17	12 - 13	9 - 13	13 - 12	103 - 118
18	9 - 10	11 - 14	11 - 11	100 - 112
19	8 - 9	5 - 6	5 - 6	79 - 85

Note. L.Q. = Listening quotient, the sum of subtest 1 and subtest 2 scores converted to a quotient; L.Q. mean is 100; Mean of each subtest is 10.

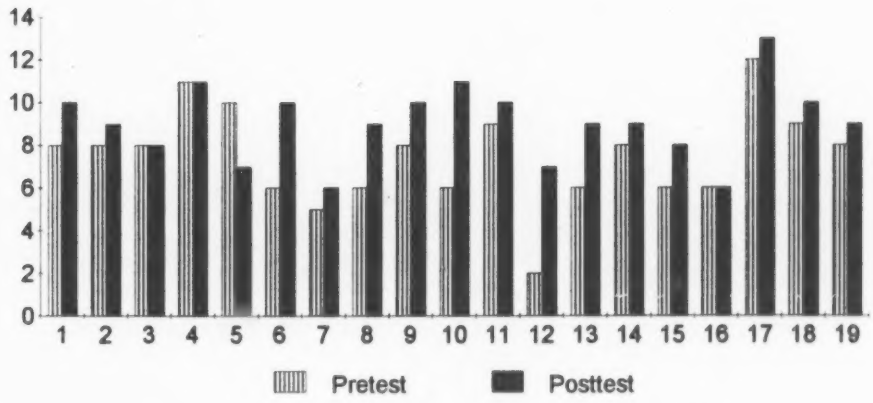

Figure 1. Pretest and posttest standard scores of each student on DAB component, subtest 1, which has a mean of 10.

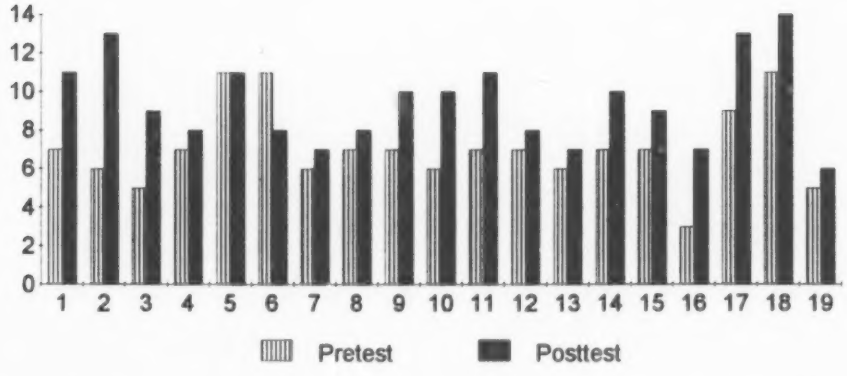

Figure 2. Pretest and posttest standard scores of each student on DAB component, subtest 2, which has a mean of 10.

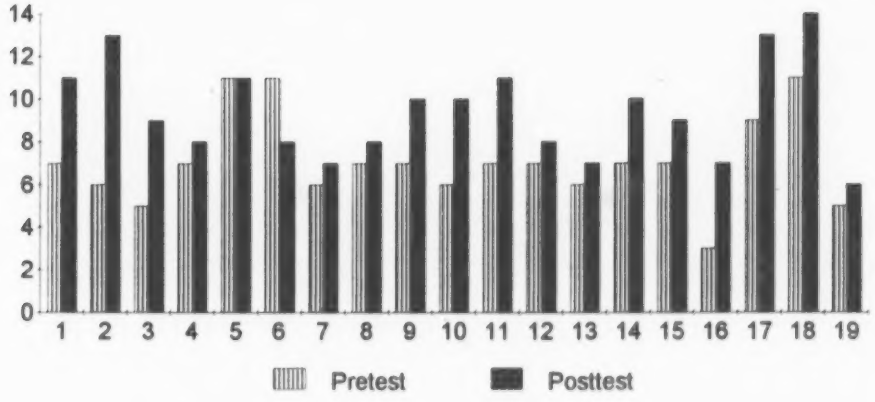

Figure 3. Pretest and posttest standard scores of each student on DAB component, subtest 3, which has a mean of 10.

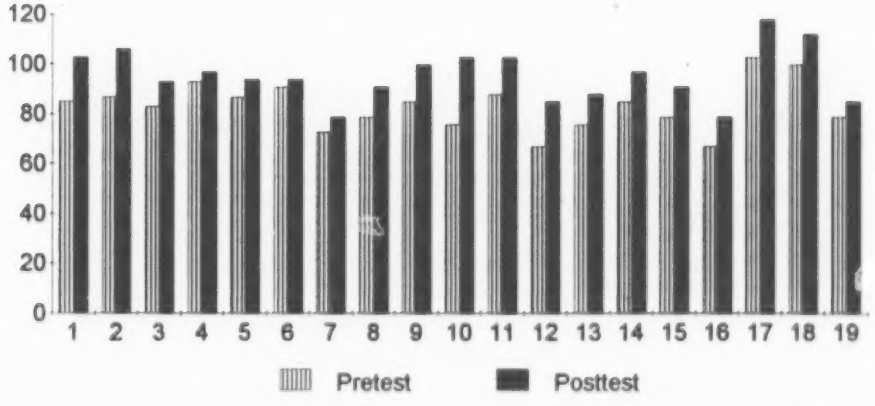

Figure 4. Pretest and posttest standard scores of each student on DAB listening composite total, listening quotient, which has a mean of 100.

Table 3

Mean of Standard Scores of DAB Components

Component	Pretest	Posttest	Difference
Subtest 1	7.5	9.0	+ 1.5
Subtest 2	7.2	9.5	+ 2.3
Subtest 3	7.2	10.1	+ 2.9
L. Q.	83.3	95.7	+12.4

Note. DAB = Diagnostic Achievement Battery; L.Q. = Listening quotient; mean of each subtest is 10; mean of listening quotient is 100.

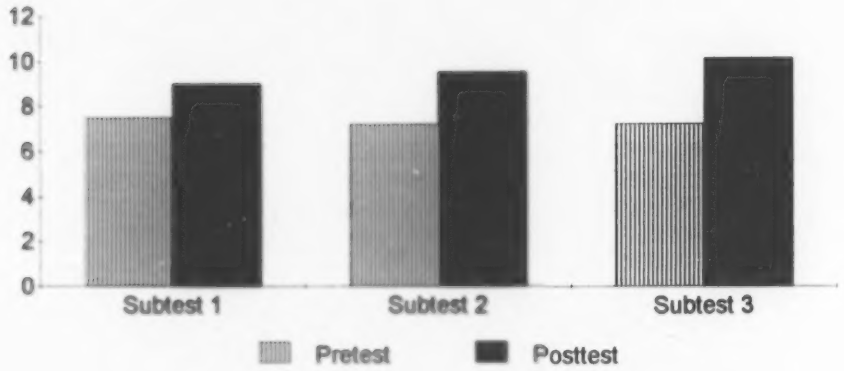

Figure 5. Students' combined mean pretest and posttest scores on DAB subtest 1, subtest 2, and subtest 3, which each have a mean of 10.

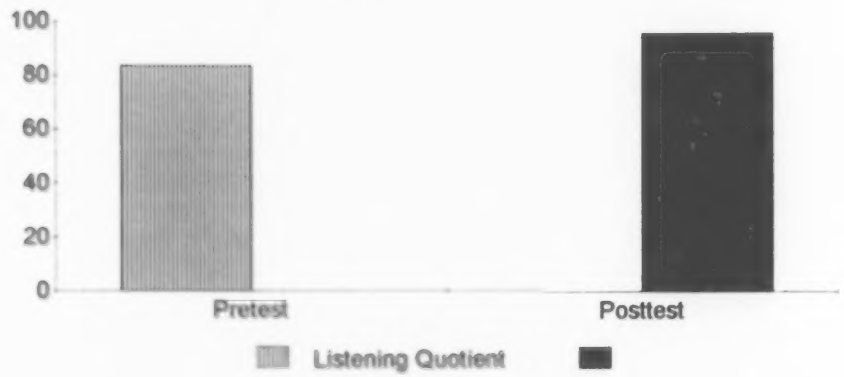

Figure 6. Students' mean scores of the listening quotient DAB composite, which has a mean of 100.

2. After eight months, at least 15 of 22 students in the writer's classroom will read material that the school district considers second grade difficulty level at a word accuracy level of at least 90 percent on an informal reading running record. The students will be asked to retell the story to determine comprehension. The reading material will be stories from the second grade basal texts. However, selection will be based on stories that are interesting, predictable, and have a plot, setting, main character, and sequence of events. The running records will be taken on both material that the students have reviewed and material that is new to them (Clay, 1985).

This outcome was achieved in that more than 15 students read from the highest second grade basal text at a word accuracy level of more than 90 percent. Table 4 shows the range of percentages that were determined by the formula for calculating running records (Clay, 1985). On the reading material that the students had practiced, 17 students scored between 96 to 100 percent. On the material that was new to the students, the same 17 students scored above 90 percent (see Table 4). These students also had good self-correction rates. The writer asked the students to retell each story as if they were telling it to someone who had never heard the story before. On both selections, the 17 students demonstrated good comprehension when retelling what they had read.

3. After seven months of practicum implementation, at least 15 of 22 students will score in the second quartile (25 to 50 percentile) or above on the reading comprehension section of California Test of Basic Skills (CTBS).

This outcome was not achieved. Only 18 students took the test, and 9 students scored in the second quartile or above (7 in the second quartile, 1 in the third quartile, and 1 in the fourth quartile). Four students scoring in the first quartile were ESOL. However, when omitting these students from the calculation, the outcome would still not be met: 9/14 = 64% as compared to the

Table 4.

Percentile Scores on Reading Running Record

Student	Practiced Material	New Material
1	0	0
2	56	0
3	99	100
4	97	96
5	98	98
6	97	95
7	52	46
8	0	0
9	100	93
10	99	99
11	99	98
12	76	0
13	100	94
14	99	96
15	98	99
16	96	94
17	100	99
18	98	99
19	97	91
20	82	46
21	100	98
22	100	100

expected outcome 15/22 = 68%. The writer's class did well in comparison to all students tested in the school (see Table 5).

Table 5.

CTBS/4 Mean Percentile Ranks of All Students Tested

Test	Class Mean	School Mean	District Mean
Reading Comprehension	18	13	34
Reading Vocabulary	21	11	39
Total Reading	20	13	35

Note. CTBS = California Test of Basic Skills.

4. After eight months, at least 15 of 22 students will be able to recall details and factual information assessed by correctly answering 8 of 10 informational questions on reading activities such as Tall tales, multiple comprehension skills, H. Chirinian (1981) or SSAT review material.

This outcome was partially achieved. Students were required to recall details and factual information on two activities as a means of assessment. On the first activity, 16 of 22 students correctly answered 8 or more factual questions. However, on the second activity, only 14 students correctly answered at least 8 of the 10 factual questions.

5. Writing samples at the beginning, middle, and end of the year will be compared and will show maturity in the areas of invented spelling, punctuation, capitalization, word spacing, sentence structure, and other criteria (see

Appendix A). All students will show an improvement of one step on the grading scale, and at least ten students will attain a grade score of "B" or higher. This score is based on a scale by Routman (1991) and means "consistent for most areas," or 8 out of 10. Appendix A explains the rubric and grading system which is a combination of Routman's writing and spelling rubrics. This will be used to compare each student's writing samples.

This outcome was partially achieved. Fifteen students attained a grade of "B" or better; however, all the students did not improve their grades by one step on the grading scale (see Table 6). Nineteen students improved their grades, but three SLD students could hardly read and could not write at all.

6. Once each month students will write all the words they can think of in ten minutes (Clay, 1985). The number of correctly spelled words will be counted and recorded. By the end of eight months, all students will show improvement, and at least 15 of 22 students will double the number of words that they can correctly spell.

This outcome was achieved in that 19 of 22 students were able to at least double the number of words that they could spell correctly in 10 minutes. The three students who did not double their record had actually begun with such high numbers that it was difficult to double their score.

7. After eight months, at least 15 of 22 students will show improvement in listening skills as noted on the checklist adapted from North Carolina State Department of Public Instruction (1989), (see Appendix B), and will be marked M (most of the time) on the checklist. Students will complete activities for each objective. These activities will consist of five parts each. Consistently (meaning most of the time) answering 4 of the 5 parts correctly represents the achievement of M. Consistently answering 3 of the 5 parts correctly will be coded S (sometimes). Anything less will be marked N, meaning not yet.

Table 6.

Student Grades from Writing Samples

Student	1st Sample	2nd Sample	3rd Sample
1	F	F	F
2	D	F	D
3	C	C	A
4	C	B	A
5	D	C	B
6	C	C	B
7	F	F	D
8	F	F	F
9	C	B	A
10	B	B	A
11	C	C	A
12	D	D	D
13	D	C	A
14	B	C	A
15	D	C	B
16	D	D	C
17	C	B	A
18	D	D	B
19	D	C	B
20	D	B	B
21	D	C	C
22	B	B	A

This outcome was achieved on all of the objectives with the exception of one. Table 7, the Listening Comprehension Checklist of Communication Skills (North Carolina State, 1989) shows the number of students meeting the objectives by categories. One student departed before the final assessment was made; therefore, only 21 students completed the activities. Fifteen or more students achieved all the objectives except for following oral commands in which only 13 students succeeded.

8. Self-evaluations by a reading survey and a writing survey from Routman (1991) will be adapted to assess students, and at least 15 of 22 students will note that they like to read and have positive attitudes toward reading and writing. Further self-evaluations will be elicited from the students on simple T-charts (Geistfeld & Juntune, 1983) listing likes and dislikes, strengths and "work-ons" in order to assess students feelings and evaluate the practicum program.

Results from both surveys met the expected outcomes. The reading surveys were given in October and May. In October, 16 students said that they liked to read, had a favorite book, and felt that it was important to be a good reader. Four students felt "sad" about reading, and of these four students, three felt reading was important and one did not. They all had favorite stories. In May, all 22 students liked to read (their word choices were "like, love, happy, proud"). They all had favorite books, and twelve students had favorite authors. They all felt that it was important to be a good reader because "it was fun," "you might want to read other books," "you could read to your sister," "you learn things," "you must be able to read in school."

The writing survey was given in October, February, and May. In October only 15 students completed the survey. Nine "loved" to write, 2 said it was "OK", and 4 "hated" to write. Ten students liked to write alone, 4 liked to write with

Table 7.

Listening Comprehension Checklist of Communication Skills

Objectives	Number of Students Scoring M	S	N
Use body language of good listener	15	3	3
Follow oral commands	13	7	1
Follow oral directions	16	4	1
Recall details	18	2	1
Identify the setting	20	1	0
Identify main character	21	0	0
Identify main event	16	4	1
Identify beginning, middle, end	17	4	0
Provide appropriate titles	16	5	0
Sequence stories	20	1	0
Identify main idea	15	5	1
Distinguish fact and fantasy	20	1	0
Detect mood and emotions	19	2	0
Make inferences	15	5	1
Draw conclusions	17	3	1
Identify words from context	15	3	3
Categorize items	19	2	0
Predict outcomes	18	3	0
Identify cause/effect relationships	16	4	1

Note. M = most of the time; S = sometimes; N = not yet.

Adapted from North Carolina Department of Public Instruction, 1989.

others, and 1 made no comment. February results from the survey showed that 17 students "loved" to write, 2 felt it to be "OK," and 3 "hated" it. Four liked to write alone, 14 like to write with others, and 4 made no comment. The results from the May surveys noted that 20 students "loved" to write, 1 marked "OK," and 1 still "hated" to write. Five students liked to write alone, 15 liked to write with others, and 2 students marked both alone and with others.

The T-charts listing likes and dislikes, and strengths and work-ons were valuable to the writer in evaluating progress and direction of the program. The T-charts were especially helpful with peer-tutoring.

Discussion

The students showed overall improvement in listening and reading skills development as measured by the Diagnostic Achievement Battery (Newcomer & Curtis, 1984). Most students scored below average on the pretest and average on the posttest. Although few scores were high, much improvement was evident. This is an important point to stress because low achievers are seldom celebrated for success (Berliner & Casanova, 1986; Juel, 1991). The two listening components, subtest 1 and subtest 2, required listening and critical thinking. Subtest 3 required reading for comprehension. Improvement on these tests indicate that students had developed comprehension and thinking skills through the whole language program which helped them organize their thoughts as they learned what was relevant to their lives (Allington, 1987; Calfee, 1991).

By combining Zarrillo's (1989) plan for a literature based reading program and Hoffman's (1987) plan for incorporating the whole language approach using basal texts, the writer was able to help students improve reading comprehension as well as accuracy in oral reading. The reading running record made on each student at the end of the school year showed that the methods incorporated in

this practicum had brought the students well beyond the point that the district considered second grade difficulty level. This strength was an unanticipated outcome. The classroom was not as homogenous as one in an "average" school. Most of the students were from low socio-economic backgrounds and were poor readers at the beginning of the school year. To score so high shows that most of the students became good readers, and the fact that they all liked reading is truly an accomplishment.

The five students who did not meet the 90 percent word accuracy level were in SLD and ESOL programs, and they were reading at a lower level. These students were encouraged and praised for their success, and they were proud of their accomplishments. Because there was much cooperative learning, the better students would teach the "non-readers" to read a sentence or two for presentations. This success was so sustaining that two girls (one SLD and one ESOL) continuously approached good readers for help. They would often join the better reading groups, and occasionally volunteer to read, elbowing their neighbor for assistance. Two boys (both SLD and EH) were allowed to sit in the reading center and browse. They were very proud as they explained to the visiting principal that they spent much time reading the World Book Encyclopedia and National Geographic magazines. The success of these students with their improved self-confidence concurs with the findings in the literature of Allington (1987), Hadley (1988), Hiebert and Colt (1989), Juel (1991), Madden and colleagues (1993), McNamara (1990), and Nevi (1983).

Although the students had demonstrated definite achievement in reading, this was not evident on the CTBS. The students were accustomed to working cooperatively, but for the CTBS testing the desks were spread apart so that there could be no interaction. The students had practiced test-taking skills, but many could not transfer these skills to isolated sentences and phrases that

made little sense to them. Calfee (1991) notes that students do best on material that is relevant and meaningful. The students had not taken this test in first grade; therefore, there was no way to compare each individual score with a previous score. Yet, when comparing the mean scores of the writer's class with the mean score of the entire school (see Table 5), there is reason to be pleased. The school district is currently reviewing the value of this test and considering removing it from second grade requirement.

Students improved their creative writing skills through daily writing with a purpose (Altwerger, Edelsky & Flores, 1987) using the matrix of Steward-Dore (1986). Before school began each day, students selected topics on which to write. Sometimes this consisted of dialogues with the teacher or experience stories (Juel, 1991), and sometimes the topics were based on holidays, special events, or science (Morrice & Simmons, 1991). Students were allowed to write alone or with others. At the beginning of the school year, most wrote alone. Then they began to realize that they could write more by sharing ideas.

Their favorite time of day was after lunch when sitting in a circle taking turns reading their journals. One student who could barely read and could not spell or write at all, began "reading" a blank sheet of paper in order to have a turn sharing. After someone remarked about this, he simply wrote letters of the alphabet on the paper. He slowly began connecting sounds to letters and learned to spell a few words. His writing eventually became a page of correctly spelled words (repeated as often as necessary to fill the page) from which he "read" detailed accounts of happenings in the housing project. This same student evolved from one who cried and tore up his spelling test paper to one who usually correctly spelled five out of ten words weekly. When the other students wrote stories for homework, he wrote spelling words. (This was his own idea, not the writer's.) When the students completed the phrase, "I like to

write...", he wrote, "I like to write spelling words." He also learned to fluently read the first story in the second grade basal reader which he often read to the class, the principal, and other classes despite the occasional sighs from various students. As a final note, his mother refused his SLD placement because she was so pleased with his progress.

The class as a whole had trouble writing initially because they could not spell and did not know how to use invented spelling. The writer found it necessary to teach invented spelling and make the students understand that it was not necessary to spell correctly when the purpose was to put down ideas that only they themselves would read. Once the students were freed from the burden of spelling correctly, writing became easier and more fun. Most wanted a spelling test each week, so common words were learned. At the beginning of the school year, the writer asked the students to write all the words they could spell in 10 minutes. Since, they could not spell very many words, they found this task frustrating. The next time they were asked to do this, they complained so much that the activity was simply postponed. After three months, the activity was resumed, and the students thought it was fun. They liked trying to beat their own record and not be in competition with each other. One problem encountered was that there were many words around the classroom to copy. This actually slowed many, but it was a source of relief for the few who could not spell very well.

After being directly taught listening skills for about 20 minutes a day, students gradually improved critical listening skills. Listening skills were integrated throughout the content area, but they were also taught directly as per recent research cited in Meroney (1993). The majority of the students learned to listen, think, and respond while listening attentively, informationally, and critically. Many had a problem following oral commands which were several

sequential complex sets of directions. The writer taught listening skills from lesson plans of a previous practicum. The writer believes that listening is foremost in the communication skills in that the other skills of reading, writing, and speaking depend on first learning to listen.

The reading and writing surveys indicated much growth in achievement and attitudes. Most students really enjoyed reading. They especially liked to read stories that the teacher had read aloud to them and discussed. The more familiar they were with a story, the more they liked to read it themselves. They especially liked reading poetry, and many of them would list Shel Silverstein or Robert Louis Stevenson as their favorite "authors." Their poetry books were full, and they and their parent were proud of them. This is a project that is well worth repeating each year.

Writing was fun for most. A few students would occasionally protest when asked to write. However, with a little encouragement they would get started again. Also, those who refused to write would soon feel left out when others sat in the special chair and read to the class. The writer learned that it was very important to let the students share what they wrote. If a few days were interrupted so that some did not get to read their journals to the class, then the writing process slowed or stopped.

The peer tutoring program was quite an ambitious undertaking. The entire program with fourth grade, kindergarten, and high school did much to increase the self-esteem of the second graders. Although many of the activities were learning situations, they usually seemed more social than academic. This was not a real concern, however, because improved self-esteem produces success academically (Hadley, 1988; Nevi, 1983). Following is a discussion of the results of each group compiled from the T-chart evaluations of tutors:

1. Second grade as tutors to kindergarten -- During the first several months, the second grade complained that the kindergarten as a whole was unruly and would not listen to them. By mid-year the T-charts noted that the kindergartners were getting better about listening and participating. The writer had to discuss the tutoring situation often because the second graders wanted to do all the work for the younger students. The final questionnaire noted that the second graders: (a) enjoyed working with and helping their partners, (b) would like to be tutors again, (c) liked coloring and reading activities, and (d) would like to do more with puppets and be able to talk more.

2. Fourth grade as tutors to second grade -- The fourth graders complained that the second graders would not pay attention. (The second graders said the older students would not listen to them.) Many fourth graders wanted to change partners more often. They felt that their biggest problem was getting the second graders to work and to receive help. They wanted to be teachers, not pals. They listed their strengths as drawing, games, reading, coloring, and math activities. The final questionnaire noted that the majority of fourth graders: (a) enjoyed working with and helping their partners, (b) would not like to be tutors again, (c) liked the indoor and outdoor games and field trips best, and (d) would like to change partners more often. Part (d) contradicts Ayers and Wainess (1989) and Morrice and Simmons (1991) who suggest keeping the same partners all year in order to develop close ties. Surprisingly, the fourth grade students who seemed the most disgruntled noted that they liked being tutors.

3. High school as tutors to second grade -- The high school students had all positive comments on the T-charts. They would delete the terms "dislikes" and "work-ons." They liked the students, the school, the classroom, and they wished they could stay longer. The second graders liked to read to them, and

the high school students liked to listen. Most rewarding was the time spent talking and drawing together. The drawings were hung on the classroom walls. Each session ended with profuse hugging. Unfortunately, the high school closed abruptly, and the final questionnaires were not completed. One interesting event occurred with the first group of high school students. Second graders commented that all eight of the tutors were girls, and all were white. The writer passed this information to the director, and the next time the high school students arrived, there were 3 boys and 5 girls composed of 4 blacks and 4 whites. The writer had not anticipated this group to be the success that it was. The writer regrets not starting sooner with this group and will try to plan a high school tutoring program to begin earlier next year.

Overall, the second graders liked the high school sessions the best. Most liked the fourth grade sessions, but a few felt the association uncomfortable. Most liked being tutors to the kindergartners, but many felt that discipline was a major concern. The writer could intervene for only half the group; therefore, the classes were divided so that most of the problems were under the writer's control. The writer made sure that articles about the peer tutoring activities were often included in the school's newspaper because this boosted pride among all the students involved.

Of the first 20 surveys sent to parents, only 7 were returned with 6 indicating willingness to participate in some way. Twenty-two surveys were sent the second time listing ways the parents could help. Of these, ten were returned. Six parents agreed to help at home with homework, reading together, and limiting TV. The other four agreed to help at home as well as doing clerical work at school. Only one parent volunteered to read to the class, but could not find the time. Rasinski and Fredericks (1989) note that parental involvement is important for literacy growth. Parents should be involved in the planning,

implementing, and leadership of tutoring programs. The implication for the writer's work setting is that ways must be found to increase parental involvement. Fredericks (1989) lists 60 tips from successful parent involvement programs which could be useful for this project.

The computer program was somewhat disappointing to the writer since the students were not able to daily utilize the individualized integrated learning system until the end of the school year. Therefore, the use of computers as tools to improve literacy growth was not sufficient. However, the computer lab provided a means of becoming familiar with computers which, according to Stewart-Dore (1986), is the main reason for having computers in the school and is the key to integrating into the culture. According to Kozma and Johnson (1991), computers should be used to create cooperative learning and interactive situations so that computer time is a social time. This happened as a result of using the computer lab because the students shared computers and had to learn to cooperate and take turns.

An unanticipated outcome of the use of the computer lab was that the two SLD/EH boys, who often browsed in the reading center because they could only read at a pre-primer level, were the experts in the computer lab. They were constantly locating new programs and games, and the other students were continuously asking them for help. These two boys were the first to log out and would help others who were having problems. This prestige was greatly diminished with the ILS in the classroom because there was little interaction, and everyone was working at his/her own prescribed level. Needless to say, the two boys always reminded the writer of computer lab time. In fact, one of the boys slipped out of the principal's detention area to appear for the lab session.

In summary, the writer feels that the practicum was successful in developing literacy growth of the second grade students. Most of the outcomes

were met, and those that were not still showed overall improvement. The whole language approach motivated the students and taught them how to learn. Cooperative learning activities taught the students how to work together to achieve success. The peer tutoring sessions developed academic and, more particularly, social skills. Computer usage greatly increased the students' skills, ease, and command of the computer. As implied by the results, most students showed remarkable development in literacy growth. The writer feels satisfied and positive about the outcome of this practicum.

Recommendations

1. Parents should be kept informed of the program's goals and results so that they do not feel uncertain and insecure about what is going on in the classroom.

2. Ways to involve parents with their children's education must be found, and then the parents' assistance should be utilized at home and at school.

3. The peer tutoring program should involve students as both tutors and tutees. The writer recommends that a class act as tutors to those two years younger and be tutored by those two years older as well as high school students.

4. The whole language approach to literacy development will be continued and expanded in the writer's work setting and will include cooperative learning activities throughout the content areas. Workshops will be attended as well as visits to other schools in order to learn from others and from research.

5. The writer will continue to read recent research and develop goals to improve computer assisted learning. The second grade teachers in the writer's school will strive to connect the integrated learning system to the curriculum in order to promote learning and increase motivation.

6. Ways will be examined to include more technology in the classroom. This may be through staff development by mentor representatives from technological companies.

7. The second grade teachers meet at least once a month for collaboration. At these times they will all be involved in learning from each other and sharing ideas of whole language, cooperative learning, peer tutoring, and computer assisted learning.

8. The writer will look to the community and government organizations for partnerships and resources to enrich the school's learning environment.

Dissemination

The writer shared the practicum solutions with other second grade teachers during implementation. Now the writer will discuss the practicum resluts with the second and first grade teachers. It will be important to network with first grade because this will be their first experience with breaking from the traditional methods and using the whole language approach. The second grade teachers will continue to network once a month or more often while they try a new curriculum, Core Knowledge Curriculum. Reducing isolation will reduce frustration and insecurity while common concerns are addressed.

The Core Knowledge Curriculum fits perfectly with this practicum for improving literacy growth. The classical literature that will be used demands a whole language approach. Cooperative learning is the number one goal of the entire school for the upcoming year. The writer is chairman of the peer tutoring program for the school which will expand to include all grades to some extent. All second through fifth grade classrooms have computers with the integrated learning system for inclusion in the curriculum. This practicum addresses every aspect of the second grade literacy program; therefore, this practicum can be a

source of reference for those involved. The writer, as a member of the school's Innovative Instructional Team and the School Advisory Council, will share the practicum results and lesson plans with all who are interested.

The writer will repeat this practicum implementation during the next school year. Dissemination will be through letters to parents, newspaper articles to the community, and items in the school newsletters.

Finally, the writer plans to send copies of the practicum abstract to the district school superintendent, area superintendent, language arts resource people in the school district, the principal, and three former principals. Also, the abstract will be sent to five university professors in other states who encouraged the writer to work toward a doctoral degree.

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APPENDICES

APPENDIX A

WRITING RUBRIC

Appendix A

Writing Rubric

Name _____ Date _____

Category	Consistent	Inconsistent	Comments
Uses invented spelling			
Punctuates at end of sentence			
Capitalizes appropriately			
Spaces words evenly			
Good sentence structure			
Proofreads for corrections			
Writes a coherent draft			
Willingly takes suggestions			
Adheres to writing deadlines			
Keeps writing folder organized and up to date			

FINAL GRADE _____

GRADING SYSTEM

A--consistent for all areas (9 out of 10)

B--consistent for most areas (8 out of 10)

C--consistent for many areas (7 out of 10)

D--consistent for some areas (6 out of 10)

F--inconsistent for many areas (5 or fewer out of 10)

Adapted from
Routman (1991)

APPENDIX B

LISTENING SKILLS CHECKLIST

Listening Skills Checklist

Student:
Birthdate:
Grade:

School Year:
School:
Teacher:

Attentive Listening

Objectives: The student will				Comments
Use body lang. of good listener.				1st Assessment Date:
Follow oral commands.				
Follow oral directions.				
Informational Listening				
Recall details.				
Identify the setting.				
Identify main character.				
Identify main event.				2nd Assessment Date:
Identify beginning, middle, end.				
Provide appropriate titles.				
Critical Listening				
Sequence stories.				
Identify main idea.				
Distinguish fact/fantasy.				
Detect mood and emotions.				3rd Assessment Date:
Make inferences.				
Draw conclusions.				
Identify words from context.				
Categorize pictures.				
Predict outcomes.				
Identify cause/effect relationships.				

CODE: N = Not Yet
S = Sometimes
M = Most of the time

Adapted from North Carolina Department of Public Instruction, 1989

APPENDIX C

LETTER TO PARENTS

Appendix C

Letter to Parents

September 15, 1993

Dear Parents of _____,

This year, our class will be using the whole language method of combining reading, writing, listening, and speaking. We will work cooperatively in large groups, small groups, and individually. The program will be theme based to make learning meaningful. This means that reading, spelling, and other language arts as well as science, health and social studies will revolve around a theme. We are using the basal readers now, but should have our new material very soon.

Our program will also include computer-based instruction. At present we are using the computer lab once a week to become familiar with the keyboard and operations such as logging in and out, and running programs. Soon second grade will have four computers and a printer in each classroom and will be linked to the district's main frame. We will then be able to use computer-based instruction daily.

Recent research has shown that cross-age peer tutoring is a most effective means of improving reading and self-confidence for both tutors and those being tutored. Therefore, I have asked some fourth grade students to be our Reading Buddies, and our class will be Reading Buddies to some kindergarten children. Later in the year, I would like to include high school students, parents, and other adult volunteers to act as Reading Buddies to our class.

You are welcome and encouraged to visit our class. I am open to suggestions or concerns you may have that you believe will help your child. Each child is important to me. My purpose is to develop a full program that will promote literacy growth of each child and maximize learning.

Please check the boxes below that apply:

/ / I believe the program will help my child, and I would like to participate in some way.

/ / I believe the program will help my child, but I am unable to participate.

/ / I have a concern about the program and would like to discuss it.

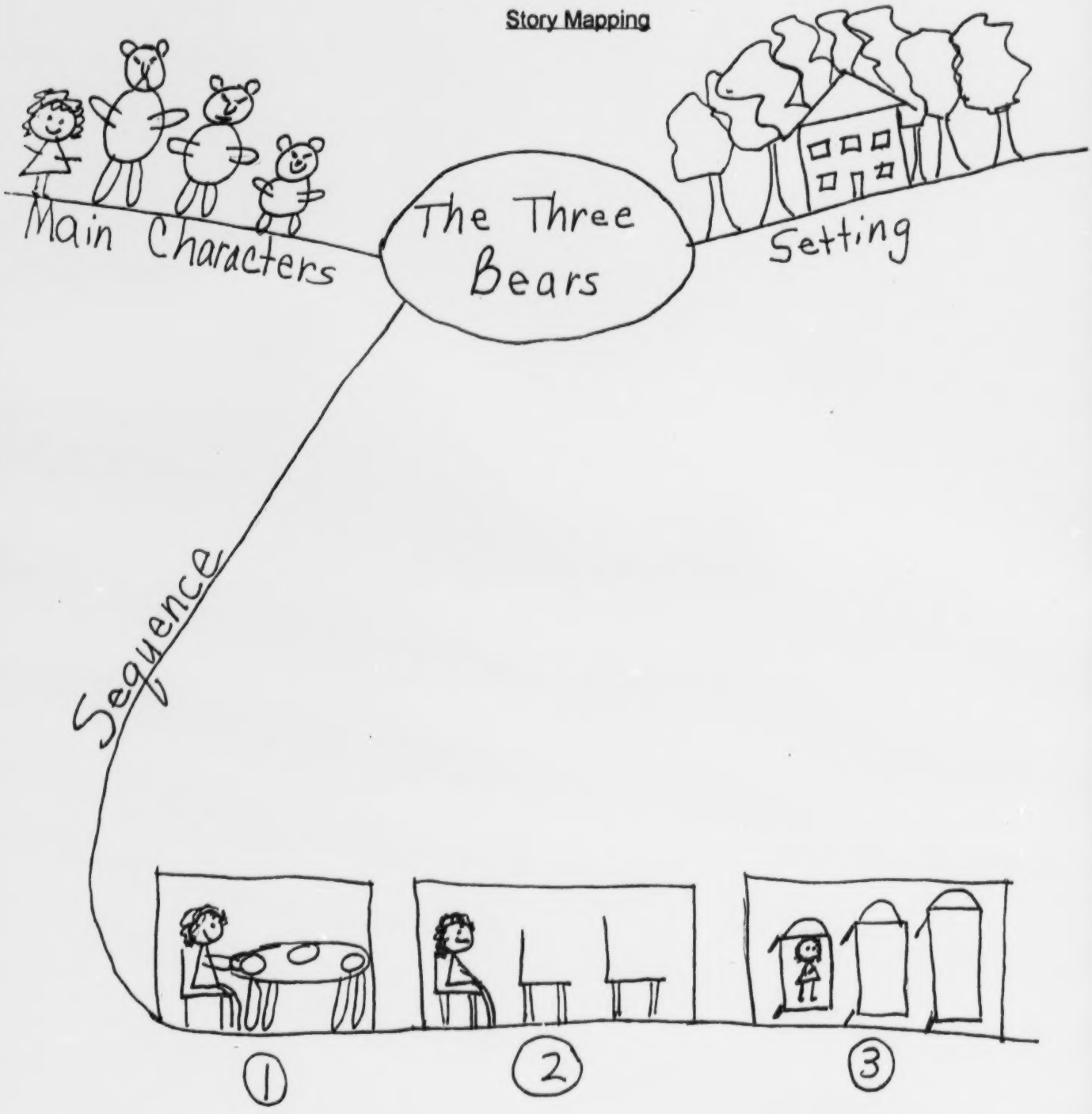
Sincerely yours,

APPENDIX D

STORY MAPPING

Appendix D

Story Mapping



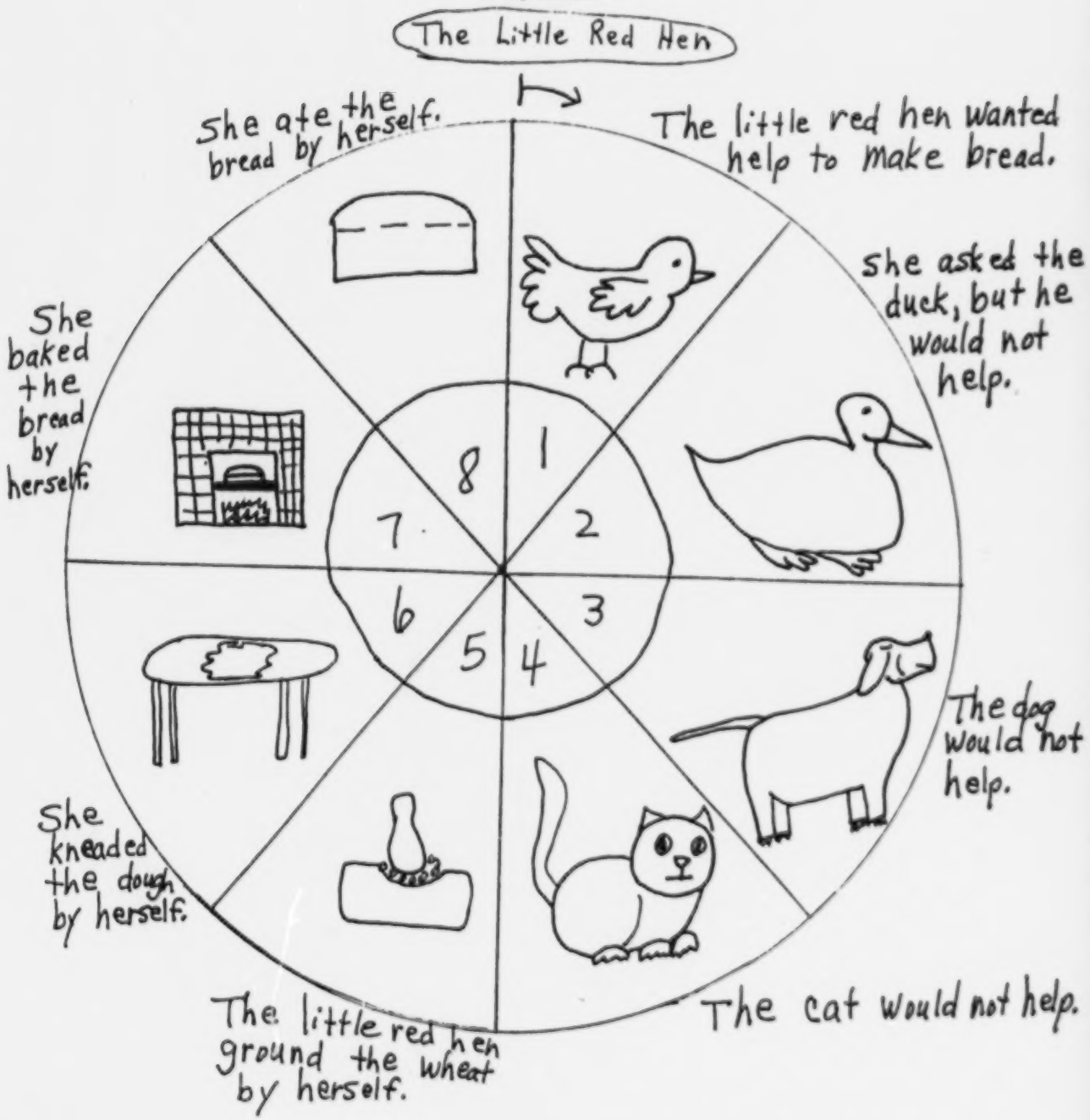
Adapted from
Felber (1989)

APPENDIX E

STORY CIRCLE

Appendix E

Story Circle



Adapted from Vogel (1987)

APPENDIX F

SURVEY LETTER TO PARENTS

Appendix F

Survey Letter to Parents

Dear Parents/Guardians:

Our class has had a successful time reading and working with fourth grade partners and helping kindergartner partners. We would like to invite parents and other adults to assist us with our activities, especially tutoring. Some of you have indicated an interest. Please check any of the following that you are willing to do for our class and your child. Also note the days and times that are best for you.

AT SCHOOL (indicate 1 or more days a week, 2 times a month, once a month, or one time only)

__ read to the class
__ classroom volunteer for reading tutoring
__ classroom volunteer for math tutoring
__ classroom volunteer for computer assistance
__ classroom volunteer for clerical work
__ give a class demonstration
__ arrange for a guest speaker
__ be a guest speaker
__ contribute supplies/prizes/awards
__ other:_____

AT HOME

__ read together weekly
__ help with homework
__ arrange for study time
__ limit TV time
__ monitor TV/movie violence
__ make class photocopies at home or where you work
__ other:_____

Thank you _____ for your assistance:
(Parent/Guardian)

Sincerely yours,

Adapted from
Nelson (1994)

APPENDIX G

PEER TUTORING QUESTIONNAIRE

Appendix G

Peer Tutoring Questionnaire

Name (Optional) _____

Date: _____

Grade: _____

Overall, did you enjoy working with and helping your partner(s)?

Would you like to be a tutor again next year?

What did you like best?

What would you like to be different?